



Creating Global Citizens

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Norton Science & Language Academy

CDS Code: California

School Year: 2022-23

LEA contact information:

Fausto Barragan

Principal

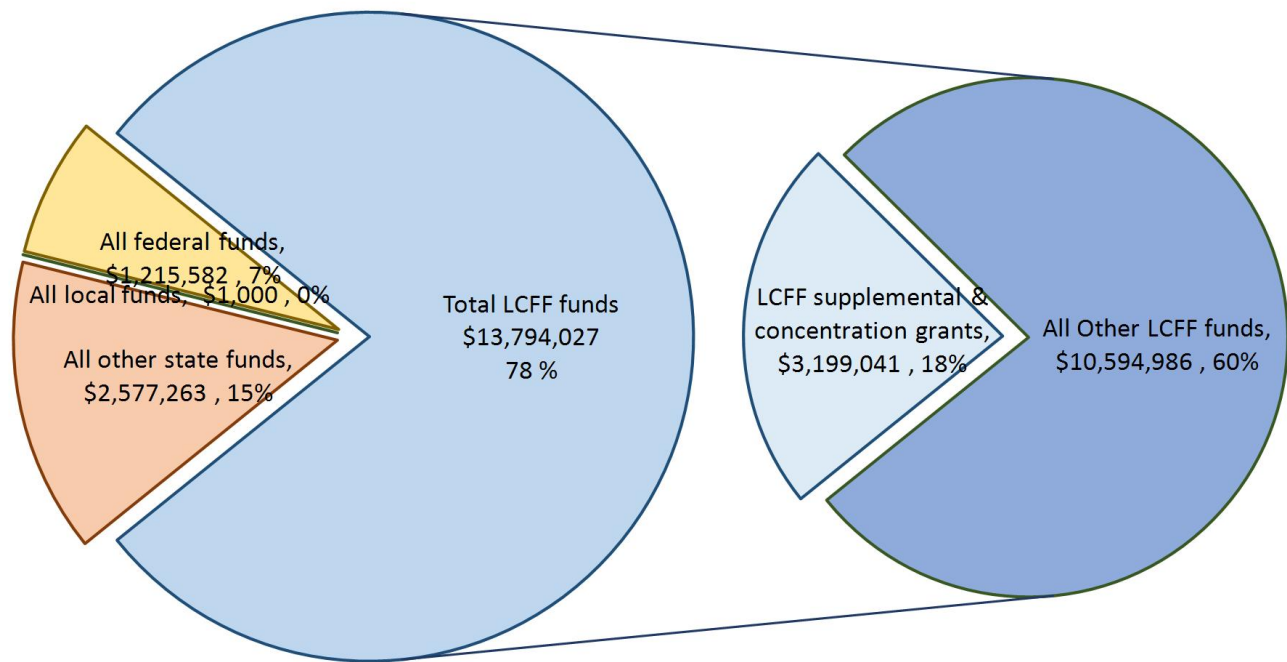
fbarragan@lcer.org

909-386-2300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

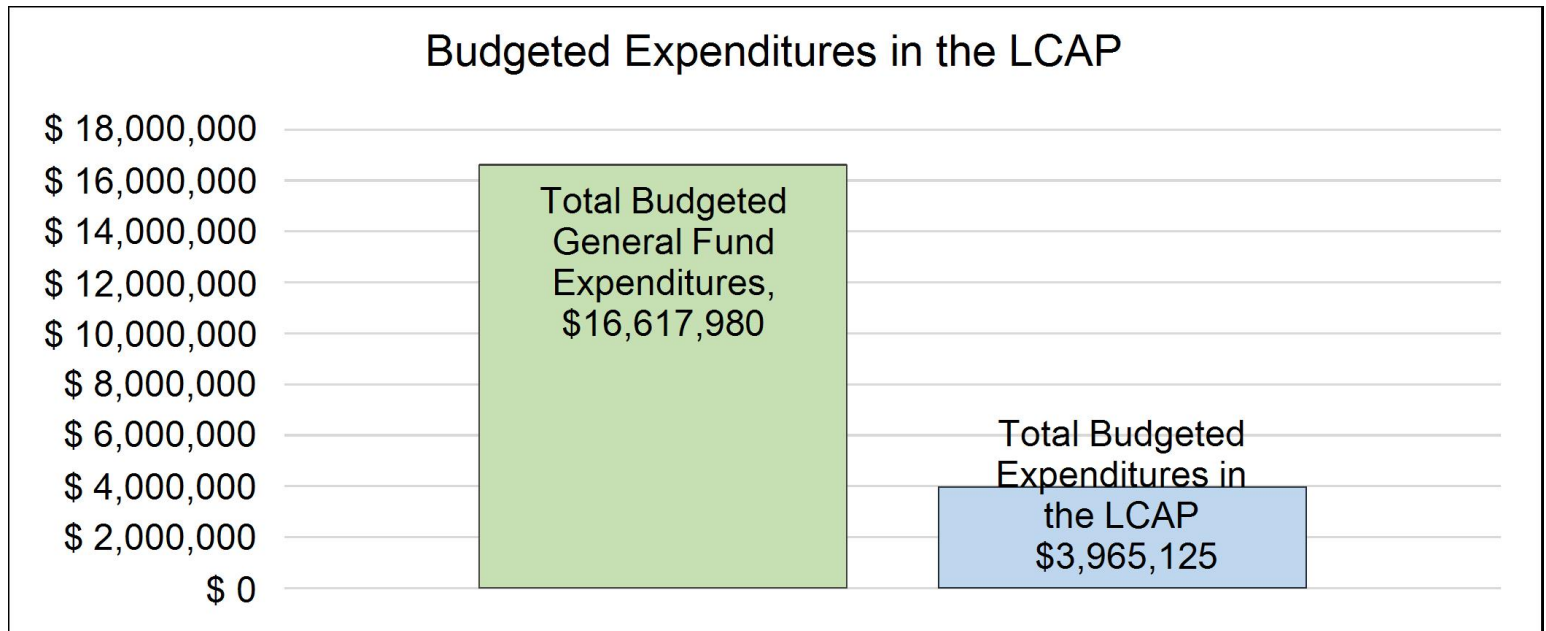


This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norton Science & Language Academy is \$17,587,872, of which \$13,794,027.00 is Local Control Funding Formula (LCFF), \$2,577,263.00 is other state funds, \$1,000.00 is local funds, and \$1,215,582.00 is federal funds. Of the \$13,794,027.00 in LCFF Funds, \$3,199,041.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Norton Science & Language Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Norton Science & Language Academy plans to spend \$16,617,980.00 for the 2022-23 school year. Of that amount, \$3,965,125.00 is tied to actions/services in the LCAP and \$12,652,855 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP for services include:

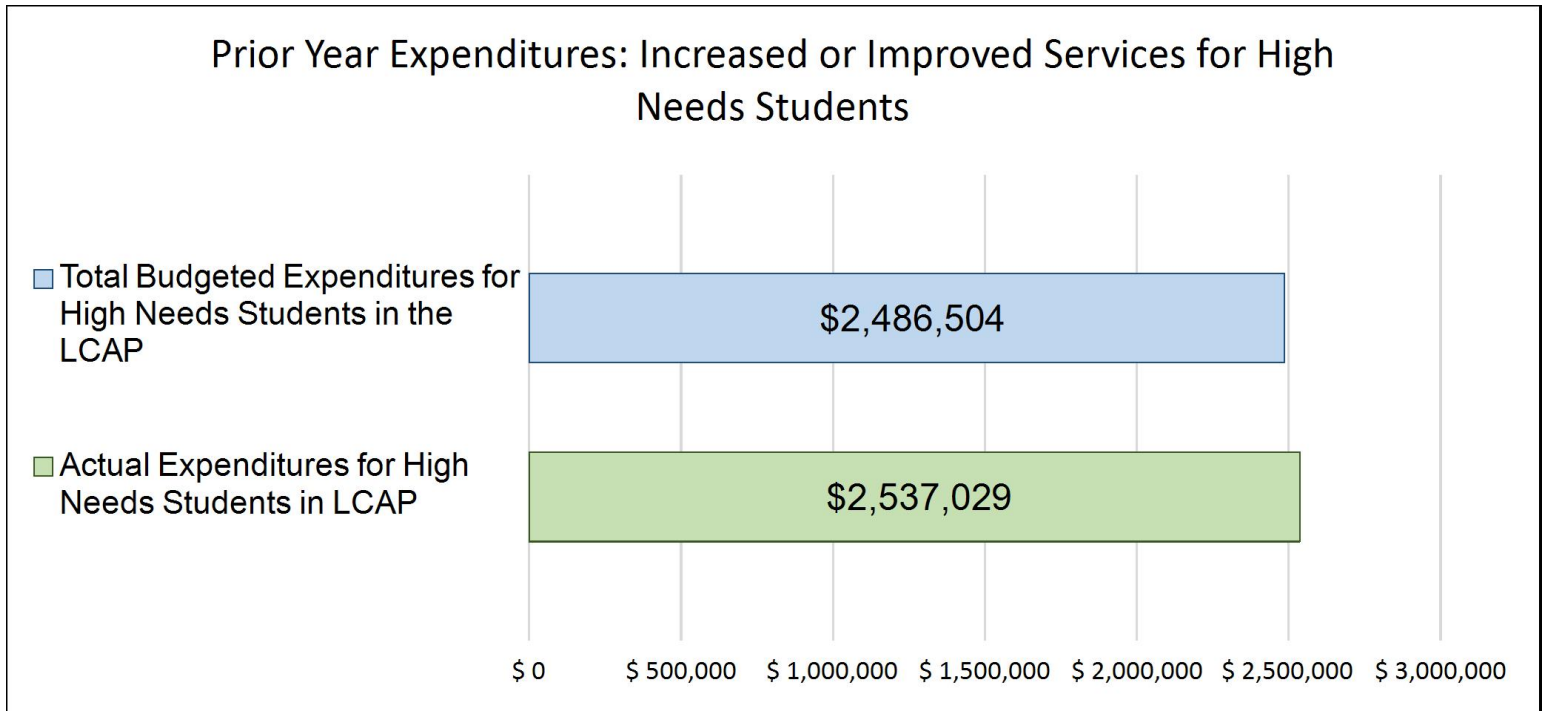
- Supplemental curriculum
- Instructional supplies
- Facility supplies and equipment

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Norton Science & Language Academy is projecting it will receive \$3,199,041.00 based on the enrollment of foster youth, English learner, and low-income students. Norton Science & Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Norton Science & Language Academy plans to spend \$3,292,800.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Norton Science & Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Norton Science & Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Norton Science & Language Academy's LCAP budgeted \$2,486,504.00 for planned actions to increase or improve services for high needs students. Norton Science & Language Academy actually spent \$2,537,029.00 for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|----------------------------|------------------------------------|
| Norton Science & Language Academy | Fausto Barragan, Principal | fbarragan@lcer.org 909-386-2300 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

During the 2021-2022 LCAP engagement process, our educational partners expressed the need for continued safety to battle COVID19 and ensure students remain healthy and in school, additional academic supports such as tutoring, field trips, social-emotional learning, and campus safety. The 2021-2022 LCAP may be found at https://nsla.lewiscenter.org/documents/2021_LCAP_Combined_Norton_Science_Language_Academy_20210625.pdf

- Bi-Monthly English Learner Advisory Committee (ELAC)
- Bi-Monthly School Site Council (SSC)
- Monthly Cafecito parent forums
- Monthly School Board meetings
- Surveys sent throughout the year
- LCAP Mid-Year Reporting board meeting 2/14/22
- Town Hall 3/16/22
- Public Hearing 5/9/22
- LCAP 2022-2023 board meeting 6/13/22

Engagement opportunities are offered both in-person and remotely, presented in English and Spanish. All opportunities are advertised through Infinite Campus messaging system, posted on the school's website, and other social media school accounts.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

NSLA received concentration add-on funds for its Socioeconomically Disadvantaged population of 71.9% as identified on the California School Dashboard. These funds were used to provide additional staffing to support students. An additional Character Development Officer (CDO) was added to support school lunches and provide safety for school drop-off and dismissal. We hired a full custodial team to support the cleanliness of the campus.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

NSLA received one-time federal funds intended to support recovery from COVID 19 and the return from distance learning. A majority of these funds were included in the Budget Overview for Parents, as part of the LCAP adopted in June of 2021. These funds were budgeted during the 2021-2022 school year and the expenditures will be accounted for on the 2022-2023 LCAP update. ESSER III funding was received after the LCAP adoption. NSLA engaged its educational partners on the use of ESSER III funding as described in the ESSER III expenditure plan that was approved by the school board in October of 2021.

The following links provide how and when NSLA engaged educational partners in the use of these funds to support recovery from the COVID 19 pandemic:

-Expanded Learning Opportunity Grant (ELO),

https://nsla.lewiscenter.org/documents/2021_Expanded_Learning_Opportunities_Grant_Plan_Norton_Science_and_Language_Academy_20211216.pdf

-ESSER III Expenditure Plan,

https://nsla.lewiscenter.org/documents/2021_ESSER_III_Expenditure_Plan_Norton_Science_and_Language_Academy_20220414.pdf

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The health and safety of students, educators, and classified staff is a priority at NSLA and the school will continue services as required by the American Rescue Plan (ARP) Action of 2021. These include the following:

- Additional health/nursing staff to support the safety of in-person learning and reduce the spread of COVID-19
- Additional Character Development Officer (CDO) to support safe in-person lunchtimes
- Continue to provide curriculum delivery to students who are quarantined due to COVID-19
- Resident subs trained in health and safety to provide continuous instruction to students
- Increased sub pay to secure teachers needed to provide continuous instruction
- Intercession offerings to accelerate student learning

The delivery of equipment such as student devices (e.g.- Chromebooks) and PPE, was the greatest challenge we faced as a school. With the

increased demand from across the country, suppliers could not manufacture quickly enough to provide these necessary products in a timely manner. An additional challenge was covering staff absences due to quarantines and filling all classified positions during workforce shortages.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

NSLA considers the LCAP to guide the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. Any additional funds received are reviewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Analyzing the most current data through the LCAP helps the school prioritize the greatest needs of students. Below are some LCAP goals and actions where these additional funds helped to meet the needs of students during the 2021-2022 school year.

- LCAP Goal 1: All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas - Professional development for Math and ELA, and English Learners, Intervention support (Rocket Lab), Enrichment courses, Independent Study options, Before/After School Tutoring, and Social-Emotional curriculum.
- LCAP Goal 2: Provide safe and well-maintained facilities with a positive learning environment and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students - Additional CDOs for safety, Additional Facility Technicians and Custodial Staff, and Technology to support all students.
- LCAP Goal 3: Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners - Multiple Engagement opportunities offered virtually.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local

Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Creating Global Citizens

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------------|------------------------------------|
| Norton Science & Language Academy | Fausto Barragan Principal | fbarragan@lcer.org 909-386-2300 |

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Norton Science and Language Academy (NSLA) is an independent, direct-funded charter school that was first authorized in 2008 by the San Bernardino County Superintendent of Schools. NSLA is located close to the San Bernardino International airport and several multinational technology and trade companies. In recent months, several business developments have been constructed surrounding the school's neighborhood. The 2021-2022 school year will bring significant changes to NSLA as our brand new campus opens. The new location is only a couple of miles from our current location, allowing us to continue serving the downtown San Bernardino community. The high school program will start with 9th grade in the fall of 2021. An additional grade level will be added each subsequent year until complete build out in the fall of 2024 making us a TK-12 school.

NSLA currently serves a TK-9 population of approximately 1,042. The demographic breakdown of the 836 student population is 5.7% African American, 0.9% Asian, 89.1% Hispanic, and 3.6% White. Students qualifying as unduplicated are low-income (74.5%), English learner (31.5%), homeless youth (2.0%), and foster (0.5%). Students with disabilities account for 13.1% of the population.

NSLA provides a Dual Immersion Program that supports the charter's educational goals. Spanish is used as the primary language of instruction in the first years of school, with 90% of a kindergartener's day spent in Spanish immersion. After that, English instruction increases by 10% each grade until a 50/50 balance is reached in 4th grade. All students receive a high-quality instructional program centered on academic success in both Spanish and English. The program's goal is for all students to become bi-literate and bilingual in two languages - English and the "target" language Spanish. NSLA's goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years. NSLA puts research-proven programs into best practice in teacher training, curriculum development, and pedagogy. Offering a safe haven for educational enhancement and activities allows the underserved children in the surrounding area to increase learning opportunities.

NSLA has strong partnerships with local community businesses and organizations. Norton Academy shares partnerships with Jet Propulsion Laboratory and leading science organizations that enhance the science offerings to students.

MISSION

The mission of the NSLA is to ensure learning for a diverse and often underserved population of students who will be college and career-ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education.

VISION

NSLA is a Dual Immersion Program School that supports our charter educational goals, including teaching science every day starting in Kindergarten. Our goal is for all students to speak, read, and write in English and Spanish in all academic areas after continued attendance in the program for five years.

NSLA Student Learning Outcomes:

Community

- Demonstrate an internalized set of 3 personal standards; Show Respect, Make Good Decisions, Solve Problems.
- Build relationships by working collaboratively with peers, staff, families, and the community

Language

- Recognize and celebrate the value of multiculturalism
- Become global citizens by applying bilingual and bi-literate skills

Academic Achievement

- Use acquired knowledge and skills to be college and career ready
- Create data-driven goals and implement action plans to ensure success

Science

- Apply knowledge of science, technology, and math across the learning disciplines
- Be proficient in the use of technology to support learning

Empowerment

- Foster a growth mindset when faced with challenges
- Demonstrate autonomy by making rational, informed decisions that support NSLA, the local community, and global causes

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard reported that NSLA made progress in the areas of ELA and Math as measured by the Smarter Balanced assessments in both areas. ELA increased by 8.4 points, and Math increased by 5.1 points, demonstrating steady progress in students moving towards proficiency. NSLA has shown continuous growth in both areas since 2017 due to the adoption of standards-based curricula and continued professional development for teachers.

We saw an increase in proficiency in almost every student group for ELA: English Learners increased by 8.3 points, the Homeless population increased by 9.3 points, and Socioeconomically Disadvantaged increased by 9 points. We also saw these types of increases in almost every student group for Math:

- English Learners increased by 7 points.
- Homeless population increased by 21.7 points.
- Socioeconomically Disadvantaged increased by 8.6 points.

38% of our English Learners are making progress towards proficiency.

During the COVID-19 pandemic, NSLA provided a variety of learning options for students in hopes of mitigating learning loss and maintaining proficiency levels. Students continued to attend school through distance learning in the spring of 2020 and for six months of the 2020-2021 school year. We successfully brought students back in person on April 5, 2021.

In the 2021-2022 school year most students returned in person which made a noticeable difference in student performance. In math, we saw similar results on the iReady diagnostic as we did at the end of 2021 (16% proficient in 2021 and 20% proficient in 2022). Our on-site math benchmarks saw a similar pattern with 30.6% proficient in 2021 and 31.1% proficient in 2022. In ELA, we saw similar results on the iReady diagnostic as we did at the end of 2021 (29% proficient in 2021 and 28% proficient in 2022). Our on-site ELA benchmarks followed a similar pattern with 21.5% proficient in 2021 and 28.9% proficient in 2022, a 7.4% gain in proficiency.

A huge success of 2021-2022 was our attendance rate of 90.28%. This was not an easy feat as we all continued to fight against the effects of COVID-19 on both students and staff throughout the year. To recoup ADA and continue to provide quality education, we implemented an independent study program. Less than 1% of our families chose to do long-term independent study (LTIS). This was accomplished through a 3rd party vendor, Accellus (Grades K-8) or BYU (High School). Students were able to learn online the core subject areas (ELA, Math, Social Studies, and Science) or credit courses for high school (6 Class Periods). A certificated teacher checked in with students daily to ensure they were on track for their learning objectives and they were socially doing well. For in-person students who had to quarantine due to COVID 19, short-term independent study (STIS) was put in place to allow students to continue to receive the rigorous learning they normally have in the classroom. This was done through the efforts of teachers who used Google Classroom to post assignments and videos, and daily synchronous interaction with STIS students through Zoom. Students were able to keep up with their learning and not fall behind once they returned in person.

NSLA was able to keep in-person learning throughout the 2021-2022 school year without any type of closure. Resident subs helped to maintain classrooms when teachers were out, protocols were in place for cleaning both the campus and classrooms, and social distancing was implemented school-wide. All of these measures were in accordance with CDPH guidelines to reduce and prevent the spread of COVID-19.

Returning to school in person was an adjustment for both students and staff. NSLA worked with staff through PD and free counseling as needed. The school's counselor and two psychologists supported students as needed and counseling through Care Solace was made available to students. Teachers in grades TK-8 implemented a social-emotional curriculum, Second Step, with students on a weekly basis and high school students used Habitudes for their social-emotional learning. We also implemented Mindwise, a suicide prevention curriculum, in middle and high school along with GoBeacon, a suicide alert system that connects to counseling staff. We will continue all these efforts next year to support the social-emotional needs of students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While most student groups saw increases in ELA and Math, our students with disabilities declined by 10.2 points on the 2019 Smarter Balanced ELA assessment. They declined 38 points on the Smarter Balanced Math assessment. While we have seen gains in the Smarter Balanced assessments, we still have some growth to make in both areas. The California School Dashboard also reported an increase in suspensions of 0.8%, with us continuing at a level orange for the year.

Local measures show a decline in both areas of reading and math in the 2020-2021 school year. According to our iReady Diagnostic measure for English reading grades 3-8, 29% of students are at or above grade level, 23% of students are one grade level below, and 48% are two or more grade levels below. DRA measures English reading levels in grades 3-5 and reports that 53.3% of students are proficient. Our on-site end-of-year benchmarks for ELA report 22% of students proficient, 20% of students approaching proficiency, and 58% of students not yet proficient. Spanish Language Arts benchmarks report 35% of students proficient, 15% of students approaching proficiency, and 50% of students not yet proficient.

iReady Diagnostic measure for Math in grades 3-8 report 16% of students are at grade level, 38% of students are one grade level below, and 46% are two or more grade levels below. Our on-site end-of-year benchmarks for math in grades K-8 report 31% of students proficient, 14% of students approaching proficiency, and 55% of students not yet proficient.

To address these areas of improvement, we will continue to provide professional development for staff in the areas of reading and math, both embedded in our adopted curricula and research-based strategies such as Project GLAD (Guided Language Acquisition Design). We will include extended learning opportunities such as our Summer Academy, before and after-school tutoring, and field trips. In addition to services designated by the individual education plan for our students with disabilities, compensatory education will occur before and after school, led by an Education Specialist.

We know that students need to feel safe and cared for to succeed both emotionally and academically. As we return to school full-time in the fall of 2021, we will focus on preparing staff with social-emotional strategies to support students and implement a socio-emotional learning curriculum at all grade levels.

For 2021-2022, there is still a significant need in the areas of English and math. 28% of students in grades 3-9 are performing at grade level according to the iReady diagnostic while almost half of the students are reading two or more grade levels below. In math, 20% of the students are performing at grade level according to the iReady diagnostic and almost half of the students are performing two or more grade levels below in math. This data shows the continued need for GLAD training to support bilingual students and California Association for Bilingual Education (CABE) training for teachers. Swun Math coaching will also continue to support teachers with best practices in implementing the Swun curriculum. Spanish Language Arts (SLA) typically shows a decline as students enter 3rd grade where both ELA and SLA are taught. English as a Second Language (EDL) scores show 12% of 3rd graders in spring 2022 as meeting the proficiency standard. We recognize that we need to create a culture that values and celebrates the Spanish language where students are using both languages

consistently. There are few opportunities for students to practice and apply skills outside of the classroom. In addition to GLAD and CAFE trainings, we will also have training from our SLA curriculum, Benchmark Adelante, to guide us in language acquisition and help in building this culture.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

It's an exciting year at NSLA as we begin to move into our new school in the fall of 2021 and extend our grade levels to include 9th grade. Our school includes several new classrooms such as a Science Lab and Art Lab, both needing new materials and equipment. We will be adding Robotics and eSports teams, upgrading our network servers, and providing technology to every student. After over a year in distance learning, we are excited to bring back our enrichment courses at all levels. These courses include music, PE, STEM, Spanish, Mandarin, Computer Science, and ASB. This allows all students to apply what they have learned in the classroom and explore areas they may not get during their regular schedule. Classroom furniture is included in the LCAP to provide for the various new classrooms and replace broken furniture. Increased custodial services and PPE have been purchased for the continued health and safety of our students.

Extended learning is a critical component in our LCAP and is provided in several ways. First, stakeholders requested we bring back field trips, and we applied a large amount of funding to support this request. NSLA will use these funds to pay for field trips at every grade level fully. This will extend what students are learning in the classroom and allow them to apply this learning in a real-world application. Second, for the first time, NSLA will be offering a Summer Academy for two sessions during the summer of 2021. This was the second most requested event by our stakeholders, and we are happy that we can grant this request. Our Summer Academy will be project-based, experiential learning over three weeks at all grade level bands taught by highly qualified teachers. We will also be offering Saturday cultural field trips for our students. This will be an excellent opportunity for students to apply their language skills and experience a different culture.

Professional development has proven to increase academic achievement for our students and will continue throughout the following year. Staff will be provided training for socio-emotional learning to help students acclimate back into the full-time classroom emotionally and socially. Teachers will receive training throughout the school year to support our adopted math curriculum and training for language acquisition and early literacy. Our new teachers will be paired with a mentor to work closely with over two years, developing their instructional, planning, and management skills. Our most significant asset to learning at our school is our intervention Rocket Lab. Students receive Tier II and Tier III interventions outside of the classroom. Our bell schedule specifically outlines a dedicated time at each grade level daily. Students who come to Rocket Lab are not missing instruction in the school. All students are receiving differentiated instruction at this specific time that is intentional and measured. Rocket Lab is headed by our Teacher On Assignment (TOA) and a team of Paraprofessionals.

For the 2022-2023 school year, we will add another TK classroom and add a 10th-grade class to our high school, potentially increasing our enrollment by 125 students. Summer Academy will continue again with two, two-week sessions in 2022. We will continue to have community events such as our Multicultural Fair and Noche des Estrellas bringing the school and community together.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Parents, teachers, and school staff were engaged in the development of this plan through various surveys. We found that online school surveys were the most conducive for families during COVID-19 to ensure their safety and the safety of school staff. Surveys that centered around extended learning were sent to families, certificated, and classified staff. Questions were asked about whether families and staff would like to see extended learning opportunities such as summer sessions, after-school tutoring, intersessions (during school breaks), field trips, and Saturday school. The majority of responses indicated their top requests were field trips, summer sessions, and after-school tutoring. When asked what areas they'd like these extended learning opportunities to focus on, STEM and fitness were at the top, with math, social, and reading activities close behind. Based on this information, two summer sessions will be offered that focus on hands-on, inquiry-based learning in the areas of science, technology, art, engineering, fitness, and math. We will use this data during the school year to develop an after-school program and offer field trips.

Outside of surveys, families have also participated in developing the plan through Cafecito, School Board Meetings, and School Site Council. Stakeholders at these meetings review school data and make recommendations. In addition, the NSLA staff meets regularly to discuss their needs for in-person, hybrid, and distance learning, including technology and PPE, ensuring a robust and safe learning experience for all.

From the community, we work closely with Desert Mountain Special Education Local Plan Area (DM SELPA) to review the needs their office is observing in the community and how they can help our school address these needs, providing support for staff and families.

A summary of the feedback provided by specific educational partners.

Of the families that responded to our needs survey, the following results were used in the development of the LCAP for the 2021-2022 school year:

- 87% of families would participate in extended learning time.
- Field trips were the number one item families would like to see brought back.
- After school programs were the next highest demand.
- Summer Academy placed third in demand followed by Intersession Programs, Saturday activities, and other. Other comments asked for before school tutoring and STEM workshops.
- Families asked for extended learning opportunities in the areas of reading, math, STEM, fitness and social activities. Other comments asked for more performing arts classes, computer programming, and support for Spanish immersion.
- Families also asked for more Spanish activities for students to be able to build their capacity and STEM, hands-on learning.

Overwhelmingly, we heard throughout the year that families want their children back in school full-time in a safe and supportive environment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Field trips were high on the list from both families and staff. The school has not been able to have fundraising events for over a year due to COVID-19, which is where field trip money would normally stem from. Families would also help supplement field trip costs if the fundraising was not enough to provide the total cost of the trip. With the COVID-19 funds provided, we are budgeting to offer two field trips for each grade level including our annual 8th grade Science camp and 7th grade Ocean Institute field trip. We are hopeful that field trips will be in-person and run as normal for the 2021-2022 school year. In addition to these, we will be providing cultural field trips on Saturdays throughout the year where students can experience different cultures and practice their language skills in neighboring communities. Various grants and funds will help to fully fund field trips giving our Parent Teacher Organization (PTO) time to begin rebuilding our future funds and allow our families the relief of not having to find money to supplement field trips.

A summer academy in July of 2021 and another in August of 2021 will provide students with an engaging, in-person learning experience. Certificated teachers will organize and plan inquiry-based activities for students to apply their knowledge to real-world problems including Space Science, team building, STEM, and fitness. These extended learning opportunities will continue into the 2021-2022 school year with after-school extended learning that focuses intentionally on the identified needs of students. Students will work on their identified areas of need and will be monitored to ensure they are making growth. NSLA will use its current library as a hub for students before and after school and at lunchtime to provide students with a quiet, structured environment to continue their work. A paraprofessional will monitor the lab and be available to help as needed. Students will be able to use the school's Wi-Fi to access their applications for school work and recharge their devices.

Enrichment courses have been a long-standing offering to our elementary students both during and after school. These courses have been on hold during the pandemic but will be brought back for the 2021-2022 school year. We will offer enrichment classes for STEM, PE, Mandarin, and Music for all students in grades K-5. Enrichment courses provide an extension of learning for our students in areas that are sometimes difficult to include in daily instruction. We will have an elective zero period before school offering Mandarin, Spanish, Associated Student Body (ASB), and Computer Science for both middle school and high school.

High school students will have the opportunity to enroll in courses offered by the local community college that meet general education requirements for associate's and bachelor's degrees. These courses will be offered during the school day and taught by the college professor. College and Career Access Pathways (CCAP), allows students to earn college credit concurrently pursuing their college degrees and meeting some a-g requirements. The program also helps the school broaden its current offerings to students outside of its master schedule.

NSLA will provide students with the best STEM opportunities possible. We will continue our one-to-one device program supplying all incoming 3rd graders with a Chromebook so all students in grades 3-9 will have a school-supplied one-to-one device. Classrooms in TK-2 will have a full class set of iPads for use during the school day. NSLA plans to add a Robotics Team and eSports team for high school which will include additional technology.

Teachers will receive professional development throughout the school year to support in-person instruction of the adopted curricula, early literacy, and Love & Logic. New teachers will receive Induction training where they are paired with a teacher coach, working together to provide the best instruction and environment for the students served. There will be an emphasis on the social-emotional health of staff and students through consistent training during the 2021-2022 school year. NSLA will work together with the DM SELPA to implement trauma training for students, staff, and families to support strategies that address anxiety and behavior issues with the return to an in-person school environment. Mindfulness training for staff will provide strategies for anxiety and how best to support students. In addition to training, the DM SELPA has developed a new online referral system designed to quickly identify, test, and qualify students for mental health support. The counseling teams will provide group counseling, individual counseling, crisis response support, among other services, to students and staff. The counseling team has established web-based resources on the school's website for anyone to access.

Students need to have all their needs met in order to learn especially their nutritional needs. NSLA will continue to provide breakfast and lunch to all students free of charge throughout the 2021-2022 school year.

For the 2022-2023 school year, the actions described above will continue. We will be adding an additional TK classroom and a new 10th grade class.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 1 | All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas. |

An explanation of why the LEA has developed this goal.

For students to leave NSLA ready for their future success, it's imperative that we give them every opportunity to be proficient in the areas of math and reading, both in Spanish and English, beginning in Kindergarten through their senior year. Both of these areas will give students the ability to be successful in other subject areas such as science, the arts, PE, and social studies.

Students in elementary are displaying a decline in math proficiency since the last CAASPP assessment data in 2019. Since our diagnostic exams and summative benchmarks measure all standards at a grade level, it's important that all standards are covered within a given year. With the spring shutdown in 2020 and a modified attendance schedule throughout the 2020-2021 school year, instruction focused on essential standards. 16% of students show proficiency at the end of the school year, which is a drop from previous years. Data also revealed the domain of Geometry and Measurement & Data as the lowest-performing areas. These are often taught towards the end of the year so these results were not unexpected.

Without a strong reading foundation, students will struggle throughout their school years not being prepared for the work given to them. Recent data reported that 33.7% of primary students were proficient in reading at their grade level. As students promote to the next grade level there will be a need for more intervention both in class and out to help students become fluent readers by the time they get to 3rd grade.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|---|----------------|----------------|--|
| California Assessment of Student Progress (CAASPP) Math and ELA 2019 | 37.01% of students showed proficiency in ELA | The CAASPP assessments for ELA and Math will be | | | 40% of students will show proficiency in ELA |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|--|----------------|----------------|--|
| | 30.5% of students showed proficiency in math | administered in the spring of 2022 with results published in the fall of 2022. The CAASPP was not administered in 2021. | | | 34% of students will show proficiency in math |
| iReady Diagnostic Assessment for Reading | Reading: 29% of students on or above grade level 23% of students one grade level below 48% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments | Reading: 28% of students on or above grade level 26% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2022 assessments | | | Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below |
| iReady Diagnostic Assessment for Math | Math: 16% of students on or above grade level 38% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments | Math: 20% of students on or above grade level 34% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2022 assessments | | | Math: 25% of students on or above grade level 45% of students one grade level below 30% of students are two or more grade levels below |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|----------------|----------------|---|
| DRA (Developmental Reading Assessment) English grades 3-5 | 53.3% of students met standard 15.7% of students nearly met standard 31% of students standard not met as demonstrated in the EOY 2021 assessments | 64% of students met standard 18.3% of students nearly met standard 17.7% of students standard not met | | | 60% of students will meet the standard 20% of students will nearly meet the standard 20% of students standard not met |
| On-site Benchmarks for Math and ELA | 21.5% of students showed proficiency in ELA 30.6% of students showed proficiency in math as demonstrated in the EOY 2021 assessments | 28.9% of students showed proficiency in ELA 31.1% of students showed proficiency in math | | | 35% of students will show proficiency in ELA 35% of students will show proficiency in math |
| EDL (Evaluación del desarrollo de la lectura® 2; Spanish reading assessment) grades K-2 | 33.7% of students showed proficiency in SLA as measured by EDL at the end of year 2020-2021 | 23.4% of students showed proficiency in SLA as measured by the EDL. | | | 40% of students will show proficiency in SLA as measured by EDL |
| Field Trips | 0% of students had the opportunity to attend a field trip during the 2020-2021 school year due to COVID restrictions. | 81% of students had the opportunity to attend a field trip during the 2021-2022 school year. | | | 100% of students will have the opportunity to attend at least one field trip during the school year. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------|---|---|----------------|----------------|---|
| Rocket Lab | New metric for the 2021-2022 school year. | 86% of the students serviced through RTI in the Rocket Lab, met their academic goals. | | | 96% of the students serviced through RTI in the Rocket Lab, will meet their academic goals. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|--------------|--------------|
| 1.1 | Field Trips | All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the classroom to real world experiences. | \$147,500.00 | Yes |
| 1.2 | iReady Diagnostic and Instruction for Reading and Math | Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific student need. Reading and Math instruction is included to supplement adopted curriculum and meet the individual needs of each student. Note: Funding accounted for during the 2020-21 school year with a 6 year adoption. | | No |
| 1.3 | New Teacher Induction | Induction for new teachers | \$39,947.00 | No |
| 1.4 | Elementary Enrichment | Enrichment courses in elementary during the school day. | \$110,812.00 | No |
| 1.5 | Dual Enrollment | Textbooks for dual enrollment courses with San Bernardino Valley Community College | \$5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------------------|---|--------------|--------------|
| 1.6 | Mental Health & Academic Services | Mental Health personnel and Academic Counselor | \$315,586.00 | Yes |
| 1.7 | Summer Space Camp | Summer extended learning opportunities for STEM. | \$6,000.00 | No |
| 1.8 | Rocket Lab | Targeted intervention for students needing tier II and tier III supports. | \$278,263.00 | No |
| 1.9 | Library Hub | Before and after school library hub. | \$10,700.00 | No |
| 1.10 | Secondary Extended Learning | Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish). | \$0.00 | No |
| 1.11 | Love & Logic | Professional development for all staff. | \$10,000.00 | No |
| 1.12 | Summer Academy | Extended learning for the summer in 2021 and 2022. | \$160,000.00 | No |
| 1.13 | Elementary Enrichment Music | Music enrichment materials. | \$25,000.00 | No |
| 1.14 | eSports | eSports lab set up. | \$20,000.00 | No |
| 1.15 | Robotics Team | Creation of a robotics team. | \$60,000.00 | No |
| 1.16 | Science Lab | Expansion of secondary science lab, materials and curriculum. | \$100,000.00 | No |
| 1.17 | Art Lab | Expansion of secondary art lab, materials and curriculum. | \$100,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|---|--------------|--------------|
| | | | | |
| 1.18 | Summer Academy Facility | Facility for the summer academy 2021. | \$0.00 | No |
| 1.19 | One-to-One Devices | Additional Chromebooks at 3rd grade. | \$100,000.00 | No |
| 1.20 | Swun Math Professional Development | Training for teachers implementing Swun Math with concentration in grades 3-8. | \$60,000.00 | Yes |
| 1.21 | CABE Early Literacy Professional Development | CABE (California Association for Bilingual Education) Early Literacy PD for primary teachers. | \$2,500.00 | No |
| 1.22 | Home Visits | Materials and supplemental funds for home visits. | \$0.00 | No Yes |
| 1.23 | Physical Education Materials | Additional PE Materials for growth of campus and additional grade level. | \$20,000.00 | No |
| 1.24 | Spanish Course | Addition of high school Spanish course curriculum. | \$69,200.00 | No |
| 1.25 | Flexible Seating | Flexible seating for students. | \$50,000.00 | No |
| 1.26 | Mindfulness | Mindfulness spaces furniture and materials. | \$10,000.00 | No |
| 1.27 | College Visits | College visits for students in middle and high school. | \$5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|-----------------------------------|---|--------------|--------------|
| | | | | |
| 1.28 | ELPAC Testing | Test examiners for ELPAC testing. | \$13,500.00 | Yes |
| 1.29 | ELPAC Testing On-Site Coordinator | Lead coordinator for ELPAC testing throughout the year. | \$19,909.00 | Yes |
| 1.30 | VM Server | Expansion of virtual network servers to support learning platforms. | \$0.00 | No |
| 1.31 | Support Servers | Support servers for network. | \$0.00 | No |
| 1.32 | Storage Area Network | Network file storage support. | \$0.00 | No |
| 1.33 | Classroom Furniture | Classroom furniture for expansion to high school and replacement of unusable furniture. | \$300,000.00 | No |
| 1.34 | STEM Enrichment Materials | STEM materials for space science, engineering, and aviation. | \$10,000.00 | No |
| 1.35 | Mandarin Enrichment Materials | Materials for Mandarin enrichment classes. | \$0.00 | No |
| 1.36 | Staff Laptops | Staff laptop replacement. | \$114,500.00 | No |
| 1.37 | Multi-Purpose Room Setup | Setup MPR with sound system, projector, and communication. | \$0.00 | No |
| 1.38 | Stop-It Hotline | Student reporting system to promote safety for students. | \$500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|----------------------------|---|--------------|--------------|
| | | | | |
| 1.39 | MiFi Units | MiFi units for remote connection. | \$15,000.00 | No |
| 1.40 | Resident Subs | Resident bilingual subs. | \$127,413.00 | No |
| 1.41 | Project GLAD Training | Project GLAD Training for English learners instructional strategies. | \$4,000.00 | Yes |
| 1.42 | Uniform Closet | Uniforms provided to students in need. | \$5,000.00 | Yes |
| 1.43 | Independent Study | Independent study program for students unable to be in person due to illness. | \$21,524.00 | No |
| 1.44 | Universal Pre-Kindergarten | Additional of Paraprofessional to support new TK classroom. | \$28,407.00 | No |
| 1.45 | TK Classroom Setup | TK Classroom Curriculum, Materials, and Supplies | \$12,000.00 | No |
| 1.46 | TK Paraprofessional | Second paraprofessional to support TK classroom. | \$28,255.00 | No |
| 1.47 | Capturing Kids Hearts | Staff training on Capturing Kids Hearts to support the academic and social emotional needs of students. | \$54,000.00 | No |
| 1.48 | High School Athletics | Expansion of high school athletics: Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball, Girls Volleyball, Baseball, and Softball. | \$29,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------|--|--------------|--------------|
| 1.49 | Community Events | Community Events: Noche de Estrellas, Engineering Day, and Multicultural Health Fair | \$3,500.00 | No |
| 1.50 | Tutoring | Before/After School Tutoring | \$100,000.00 | No |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out through the implementation of the actions described above. Professional development for our new teachers and new curriculum was provided free of charge at the beginning of the school year. Curriculum companies were supportive as we returned from distance learning and were available to assist throughout the school year. This made the on-boarding for our brand new teachers much easier and helped to prepare them for curriculum instruction they'd need throughout the year. The addition of high school this year ran smoothly as our new academic counselor prepared and supported students with their schedules and acclimating to the new school site.

19.23% of the student population attended Summer Academy 2021 which made a successful summer learning experience for the first time implementing a summer program. We will continue our Summer Academy in 2022 and each summer beyond.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 1.1: 81% of students attended field trips this year. Funds will be carried over to support field trips for 2022-2023.
- Action 1.4: We were able to resume elementary enrichment but struggled to find teachers for the full year including a music teacher position we were unable to fill. These monies will be carried forward to next year for elementary enrichment in 2022-2023.
- Action 1.5: We implemented dual enrollment with San Bernardino Valley College but there was no cost for textbooks. We will carry these funds to the 2022-2023 school year for dual enrollment costs.

- Action 1.8: The costs for Rocket Lab intervention were not as high as budgeted but services were met for all students in need. The remaining funds will be used for the Rocket Lab in 2022-2023.
- Action 1.9: The library is still in need of furniture so we were unable to set up the library hub. The library furniture will be installed in the fall of 2022-2023 where we can use these monies to set up the library hub for 2022-2023.
- Action 1.10: The extended learning in middle school and high school was more than originally planned due to a raise given to hourly supplemental pay.
- Action 1.13: We were unable to find a teacher to fill the music teacher for enrichment and materials were not acquired. The funds will be carried over to next year for music enrichment in 2022-2023.
- Action 1.14: The eSports team was not established this year due to not having a teacher to organize the program. We plan to establish the program over the next two school years once a teacher is in place.
- Action 1.15: Our Robotics team was established this year and attended a competition. The remaining funds will be used to further our program including equipment, transportation, and competitions over the next two years.
- Action 1.22: Due to COVID-19 concerns and limited staffing, home visits were not safe to implement. We do not plan to continue these and will redistribute the funds as needed.
- Action 1.25: Social distancing to prevent the spread of COVID-19 did not allow for flexible seating this year. We will determine the needs for the 2022-2023 school year and apply the funds as needed.
- Action 1.26: Mindfulness spaces were not implemented due to social distancing. We will use these funds in the 2022-2023 school year to continue our development of mindfulness spaces.
- Action 1.35: We were unable to find a teacher for Mandarin enrichment so materials were not needed. Due to the difficulties of finding a teacher for this position for multiple years, we have decided not to include a rotation for Mandarin. These funds will be redistributed to support other enrichment courses.
- Action 1.37: The setup for the multi-purpose room was done through the original construction loan. These funds will be redistributed as needed.
- Action 1.40: It was difficult to find substitutes for teachers, especially bilingual ones. These funds will be carried over to support resident subs for the 2022-2023 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

Students returning from distance learning in the fall of 2021 had some missed learning opportunities that teachers knew would need to be addressed. The metrics used to measure this goal showed that students performed similarly to their spring 2021 results. 20% of students are showing proficiency on the iReady diagnostic for math and 28% on the iReady diagnostic for reading, both only a couple of percentage points different from spring 2021. DRA for measuring reading in English showed an increase of 10.7% from spring 2021. Benchmarks showed some improvement compared to spring 2021 especially in the area of ELA with a 7.4% increase in proficiency while math was similar. EDL measuring Spanish reading showed a 5.7% decline from the spring of 2021. The stability of these results was positive and showed that teachers were able to fill in learning gaps and continue to teach grade-level standards while both students and teachers adjusted to being in the physical classroom again.

The Rocket Lab was able to meet with 353 students over the three cycles this school year with a focus on literacy and math. Of the 353 students, 86% of them made their academic goals. Attendance was an issue this year for many students and had an effect on students being able to reach their goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A metric was added for the percentage of students attending field trips. Through parent engagement, field trips were one of the most requested experiences for students. Universal Pre-Kindergarten (UPK) grant monies received allowed for the addition of one Transitional Kindergarten classroom which includes funding for a paraprofessional, curriculum, and classroom materials. Staff will be attending Capturing Kids Hearts training to promote a healthy social emotional relationship with students. This training will be continued throughout the school year and for new staff in subsequent years. The school will expand its high school sports offerings as a recruitment effort for enrollment with the addition of 10th grade for 2022-2023. Multi-cultural and STEM events will be expanded for the 2022-2023 school year as enrollment increases.

An additional metric was added for our Rocket Lab and the percentage of improved outcomes for the students served. Since the majority of our Title I funding supports student intervention, we felt it was important to show how students were progressing during the school year through this program.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 2 | Provide safe and well-maintained facilities with a positive learning environment and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students. |

An explanation of why the LEA has developed this goal.

For students to succeed both emotionally and academically, the facilities need to be clean and in good condition. This is even more essential as we continue to combat COVID-19 with additional staff, PPE, and equipment to ensure the safety of our students. Students returning to school after the pandemic will need social emotional support including areas of anxiety, fear, and trauma. Students need to be given the opportunity to experience cultures outside their own and use their world language skills to immerse themselves within the culture.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|--|----------------|----------------|--|
| Suspension Rate as reported on the California School Dashboard. | 3% suspension rate as reported on the 2019 California School Dashboard. | The Suspension Rate for 2021 has not been publicized by the California Dashboard. It will resume in the fall of 2022. According to Dataquest, the suspension rate for AAE during the 2020-2021 school year was 0%. | | | 2.8% suspension rate as reported by the California School Dashboard. |
| Student Climate Survey | 35% of students felt their school was well-maintained and clean | 75% of students felt their school | | | 75% of students feel their school is well-maintained and clean |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------|---|---|----------------|----------------|--|
| | as reported on the 2019 student climate survey. | was safe and well-maintained as reported by the student climate survey in the fall of 2021. | | | as reported by the student climate survey. |
| Student SEL Survey | 82.5% of students surveyed feel well-adjusted and ready for learning as indicated by the 2020 SEL survey. | 53.3% of students surveyed in the fall of 2021 feel well adjusted and ready for learning according to the SEL survey. | | | 85% of students surveyed feel well-adjusted and ready for learning as indicated by the SEL survey. |
| Field Trip Attendance | 0% of students attended cultural field trips in 2020-2021. | 0% of students attended cultural fields trips due to COVID restrictions. | | | 85% of students will attend cultural field trips. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|---|--------------|--------------|
| 2.1 | Cultural Field Trips | Saturday field trips will be offered throughout the year for students to be immersed in the culture and language they are studying. | \$40,000.00 | No |
| 2.2 | Character Development Officer | CDO support for school safety. | \$300,000.00 | Yes |
| 2.3 | Chilean Exchange | Field trip program with our partner school in Chile. | \$10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--|--|--------------|--------------|
| | | | | |
| 2.4 | CDO Professional Development | CDO's will receive training for behavioral interventions and social-emotional support. | \$5,000.00 | No |
| 2.5 | Custodial | Custodial staff for health and safety. | \$208,000.00 | Yes |
| 2.6 | Furniture | New furniture needed for the school's expansion. | \$300,000.00 | Yes |
| 2.7 | Recess/Lunchtime Assistant | Additional staff for recess and lunch times. | \$30,000.00 | No |
| 2.8 | Floor Scrubber/Carpet Extractor | Floor scrubber/carpet extractor to maintain cleanliness of facilities. | \$0.00 | No |
| 2.9 | Janitorial Supplies | Additional janitorial supplies to properly disinfect student areas. | \$25,000.00 | No |
| 2.10 | Ionizers for HVAC units | Ionizers for HVAC upgrading for air quality. | \$0.00 | No |
| 2.11 | Elementary Rugs | Area rugs for elementary students. | \$0.00 | No |
| 2.12 | CPI (Crisis Prevention Institute) Training | CPI training for administrators and character development officers. | \$500.00 | No |
| 2.13 | Suicide Prevention Training | Suicide prevention training. | \$2,000.00 | No |
| 2.14 | CDO Support | Additional CDO for front kiosk. | \$25,152.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|-------------|--------------------------|--|----------------|--------------|
| | | | | |
| 2.15 | Student Activities Clerk | Student Activities Clerk | \$33,824.00 | Yes |
| 2.16 | Facility Technician | Facility Technicians | \$205,000.00 | Yes |
| 2.17 | Receptionist | Additional Office Receptionist | \$20,593.00 | No |
| 2.18 | Library Technician | Library Technician | \$34,866.00 | Yes |
| 2.19 | LVN | LVN support for student health and safety. | \$87,000.00 | Yes |
| 2.20 | Health Clerk | Health clerk to support LVN. | \$32,174.00 | No |
| 2.21 | Campus Safety Uniforms | CDO uniforms to make them easily identifiable to students. | \$2,000.00 | No |
| 2.22 | Facilities | Facilities costs | \$2,860,938.00 | Yes |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out through the implementation of the actions described above. Safety was of the utmost importance with students returning from distance learning and keeping the spread of COVID-19 minimal. The actions completed addressed the health and safety of students while attending school. Positive COVID-19 cases were minimal during the first half of the school year and only increased as students returned from winter vacation tapering off again in March of 2022. Our attendance rate of 90.31% shows our efforts in health and safety had some effect on our ability to keep students in school and safe.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. Several of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 2.1: Due to COVID 19 restrictions, we were unable to attend off-site cultural field trips. These funds will be carried forward in hopes of attending field trips during the 2022-2023 school year.
- Action 2.3: Due to COVID 19 travel restrictions, we were unable to continue our Chilean Exchange program. These funds will be carried forward for the 2023-2024 school year. We will spend the 2022-2023 school year planning our next exchange trip.
- Action 2.4: We had difficulties obtaining viable candidates for our CDO positions, creating short-staffing of CDOs and limited opportunities for PD during the school day. We hope to be fully staffed for the 2022-2023 school year with coverage available for CDO training.
- Action 2.6: These funds will be carried forward for continued purchases of furniture as the high school is built out and elementary classes expand.
- Action 2.7: There has been a continued shortage of candidates for classified positions this year. We will carry these funds forward for the 2022-2023 school year.
- Action 2.9: The cost of PPE was much greater than expected and the cost was more than double.
- Action 2.10: Continued developments from the CDHP regarding COVID 19 safety showed that ionizers did little to prevent the spread of COVID 19. Therefore, we redistributed this money to help with the additional PPE supplies needed.
- Action 2.13: The cost for classroom rugs was much less than expected. The remaining funds will be redistributed as needed.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were successful as demonstrated by the data received. 75% of students stated they felt their school was safe and well-maintained. This is a 40% increase from the baseline of 35%. Additional staff for facilities and safety have supported this data and with additional staffing for next year, this percentage will improve. Students reported only half of the students feel ready for learning. With increased staffing for safety measures and continued instruction on SEL (Goal 1), students will feel more ready for learning. The 0% suspension rate also supports our goal as of 2021. While cultural fields trips were on hold this year, students still participated in cultural experiences on campus including our Noche des Estrellas community event, Multicultural Fair, Black History month, and Chinese New Year celebration.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While our goal was met this year, engagement with parents and staff produced concerns about the safety of our campus from the entry points of the campus. An additional CDO will be hired to monitor entry at the front kiosk to provide more security. The cleanliness of the campus has been difficult to maintain due to the high turnover rates of staff and the expansion of the additional students so we will be hiring another facilities technician and increasing the rate of pay. Three additional positions are needed due to the increase in enrollment: library technician, student activities clerk, and an additional office receptionist.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 3 | Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners. |

An explanation of why the LEA has developed this goal.

Our school has always held the belief that all stakeholders are an integral part of a child's education. We strive to ensure all families receive communication about school activities and their child's progress as well as engage families in decision-making throughout the school year. We establish programs specific to our parents to guide them through all aspects of helping their child be successful both academically and socially.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------------------------------------|---|---|----------------|----------------|---|
| Attendance Rosters from meetings. | 8% of families attend engagement opportunities. | 8% of families attend engagement opportunities. | | | 25% of families will attend engagement opportunities. |
| Participation in engagement surveys. | 33% of families participated in engagement surveys. | 33% of families participated in engagement surveys. | | | 45% of families participated in engagement surveys. |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 3.1 | San Bernardino Latino Family Literacy Project | San Bernardino Latino Family Literacy Project (Project and Training) | \$2,500.00 | No Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|--|-------------|--------------|
| 3.2 | Love & Logic Parents | Parent trainings for Love & Logic | \$1,500.00 | No |
| 3.3 | CABE Project Inspire Parents | Parent training with CABE (California Association for Bilingual Education) Project Inspire | \$5,000.00 | Yes |
| 3.4 | Cafecito | Monthly parent meeting centered on school updates. | \$500.00 | No |
| 3.5 | Translator Equipment | Translation equipment. | \$2,000.00 | No |
| 3.6 | Parent Materials | Materials for parent engagement meetings. | \$500.00 | No |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was carried out fully for the 2021-2022 school year but with no cost. Due to COVID-19 restrictions, in person engagement opportunities did not take place. Instead, these meetings were conducted virtually either through Zoom or Go To Webinar.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The actions implemented during the 2021-2022 school year helped support our goal. None of the following substantial differences affected the outcome of our goal. All of the actions are still planned but will come to fruition during the 2022-2023 or 2023-2024 school years.

- Action 3.1: The San Bernardino Latino Family Literacy Project is conducted in person and due to COVID-19 restrictions, we were unable to continue this program in 2021-2022. We will resume this during the 2022-2023 school year.
- Action 3.2: Love & Logic Parent training was conducted monthly via Zoom at no cost. These monies will be carried forward for in-person training next year.
- Action 3.3: CABE Project Inspire for parents is conducted in person and due to COVID-19 restrictions, we were unable to continue this program in 2021-2022. We will resume this during the 2022-2023 school year.

- Action 3.4: Cafecito was conducted monthly via Zoom at no cost. These monies will be carried forward for in-person parent meetings next year.
- Action 3.5: Due to COVID-19 restrictions, we were unable to hold in-person meetings. Therefore, there was no need for translator equipment. We will make this purchase in the 2022-2023 school year.
- Action 3.6: Due to COVID-19 restrictions, we were unable to hold in-person meetings. These funds will be carried forward for parent meetings next year.

An explanation of how effective the specific actions were in making progress toward the goal.

While COVID-19 restrictions affected our ability to have in person engagement opportunities, we were still able to engage with educational partners virtually and attendance was steady helping us to meet our goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes have been made to the planned goal, metrics, desired outcomes, or actions for 2022-2023. We plan to implement all actions this next school year, 2022-2023.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| | |
|---|--|
| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
| \$3,199,041 | \$361,266.00 |

Required Percentage to Increase or Improve Services for the LCAP Year

| | | | |
|---|-----------------------------|-------------------------|---|
| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
| 30.19% | 0% | \$0.00 | 30.19% |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

NSLA meets its requirement to increase and improve services for Foster Youth, English Learners, and Low-Income students by training personnel and providing more academic supports to improve their learning environment and drive academic outcomes for unduplicated pupils. These steps aim to expand programs, provide services and programs that will support increasing attendance, reducing suspension and expulsions, and providing intervention and support programs to youth on their path to graduation.

We have identified many actions and resource allocations intended to support an integrated and coordinated academic support program for unduplicated pupils. Services will also support additional resources in attendance/engagement, connectivity, and technology, tracking academic progress, and bridging communication deficits for our English Learners. The increased services are intended to improve the school climate and increase the student engagement of unduplicated pupils.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services identified in the school's LCAP are intended to benefit all students. To further meet the needs of our foster students, English learners, homeless students, students with exceptional needs, and low-income students, we will provide the following.

Actions that improved services:

- Time built into the current school schedule to facilitate small-group instruction. This will allow students to receive intensive instruction with the teacher to help narrow or close the gaps.
- Training for teachers to implement differentiated, small-group within their adopted curriculum.
- Training for teachers to better meet the needs of their English learner pupils with adopted curriculum and online programs.
- A social-emotional curriculum purchased to enhance the current SEL program and meet the needs of students.
- Character Development Officers to improve student safety.

Actions that increased services:

- Additional 1:1 devices and network servers to ensure student access to instruction and curriculum for students to continue their learning without interruption.
- Hotspots provided to families with limited or no connectivity to access curriculum and materials needed for continued learning.
- Home visits to deliver devices, hotspots, materials as needed to families that are unable to drive to the school.
- Online programs purchased to diagnose learning loss, provide instructional support, and monitor progress for all unduplicated students. Results will help facilitate targeted instruction to meet students where they are at academically.
- Uniforms provided to families in need.
- Parent and family engagement trainings specific to these student populations.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Additional staffing: Paraprofessional, custodial, CDO, cafeteria

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | | 34.29% |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of certificated staff providing direct services to students | | 58% |

2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|-------------|----------------|----------------|-----------------|---------------------|
| Totals | \$3,593,534.00 | \$1,670,812.00 | | \$1,561,717.00 | \$6,826,063.00 | \$2,303,125.00 | \$4,522,938.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1.1 | Field Trips | English Learners Foster Youth Low Income | | \$147,500.00 | | | \$147,500.00 |
| 1 | 1.2 | iReady Diagnostic and Instruction for Reading and Math | All Students with Disabilities | | | | | |
| 1 | 1.3 | New Teacher Induction | All Students with Disabilities | | \$19,800.00 | | \$20,147.00 | \$39,947.00 |
| 1 | 1.4 | Elementary Enrichment | All Students with Disabilities | | \$110,812.00 | | | \$110,812.00 |
| 1 | 1.5 | Dual Enrollment | All Students with Disabilities | | \$5,000.00 | | | \$5,000.00 |
| 1 | 1.6 | Mental Health & Academic Services | English Learners Foster Youth Low Income | \$315,586.00 | | | | \$315,586.00 |
| 1 | 1.7 | Summer Space Camp | All Students with Disabilities | | \$6,000.00 | | | \$6,000.00 |
| 1 | 1.8 | Rocket Lab | All Students with Disabilities | | | | \$278,263.00 | \$278,263.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|-----------------------------|--------------------------------|------------|-------------------|-------------|---------------|--------------|
| 1 | 1.9 | Library Hub | All Students with Disabilities | | \$10,700.00 | | | \$10,700.00 |
| 1 | 1.10 | Secondary Extended Learning | All Students with Disabilities | | | | | \$0.00 |
| 1 | 1.11 | Love & Logic | All Students with Disabilities | | \$10,000.00 | | | \$10,000.00 |
| 1 | 1.12 | Summer Academy | All Students with Disabilities | | \$160,000.00 | | | \$160,000.00 |
| 1 | 1.13 | Elementary Enrichment Music | All Students with Disabilities | | | | \$25,000.00 | \$25,000.00 |
| 1 | 1.14 | eSports | All Students with Disabilities | | | | \$20,000.00 | \$20,000.00 |
| 1 | 1.15 | Robotics Team | All Students with Disabilities | | | | \$60,000.00 | \$60,000.00 |
| 1 | 1.16 | Science Lab | All Students with Disabilities | | | | \$100,000.00 | \$100,000.00 |
| 1 | 1.17 | Art Lab | All Students with Disabilities | | | | \$100,000.00 | \$100,000.00 |
| 1 | 1.18 | Summer Academy Facility | All Students with Disabilities | | | | | \$0.00 |
| 1 | 1.19 | One-to-One Devices | All Students with | | | | \$100,000.00 | \$100,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|-------------|-------------------|-------------|---------------|-------------|
| | | | Disabilities | | | | | |
| 1 | 1.20 | Swun Math Professional Development | English Learners Foster Youth Low Income | \$60,000.00 | | | | \$60,000.00 |
| 1 | 1.21 | CABE Early Literacy Professional Development | All Students with Disabilities | | | | \$2,500.00 | \$2,500.00 |
| 1 | 1.22 | Home Visits | All Students with Disabilities English Learners Foster Youth Low Income | | | | | \$0.00 |
| 1 | 1.23 | Physical Education Materials | All Students with Disabilities | | | | \$20,000.00 | \$20,000.00 |
| 1 | 1.24 | Spanish Course | All Students with Disabilities | | | | \$69,200.00 | \$69,200.00 |
| 1 | 1.25 | Flexible Seating | All Students with Disabilities | | | | \$50,000.00 | \$50,000.00 |
| 1 | 1.26 | Mindfulness | All Students with Disabilities | | | | \$10,000.00 | \$10,000.00 |
| 1 | 1.27 | College Visits | All Students with Disabilities | | | | \$5,000.00 | \$5,000.00 |
| 1 | 1.28 | ELPAC Testing | English Learners | | | | \$13,500.00 | \$13,500.00 |
| 1 | 1.29 | ELPAC Testing On-Site Coordinator | English Learners | | | | \$19,909.00 | \$19,909.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|-------------------------------|--------------------------------|--------------|-------------------|-------------|---------------|--------------|
| 1 | 1.30 | VM Server | All Students with Disabilities | | | | | \$0.00 |
| 1 | 1.31 | Support Servers | All Students with Disabilities | | | | | \$0.00 |
| 1 | 1.32 | Storage Area Network | All Students with Disabilities | | | | | \$0.00 |
| 1 | 1.33 | Classroom Furniture | All Students with Disabilities | | | | \$300,000.00 | \$300,000.00 |
| 1 | 1.34 | STEM Enrichment Materials | All Students with Disabilities | | | | \$10,000.00 | \$10,000.00 |
| 1 | 1.35 | Mandarin Enrichment Materials | All Students with Disabilities | | | | | \$0.00 |
| 1 | 1.36 | Staff Laptops | All Students with Disabilities | | | | \$114,500.00 | \$114,500.00 |
| 1 | 1.37 | Multi-Purpose Room Setup | All Students with Disabilities | | | | | \$0.00 |
| 1 | 1.38 | Stop-It Hotline | All Students with Disabilities | | | | \$500.00 | \$500.00 |
| 1 | 1.39 | MiFi Units | All Students with Disabilities | | | | \$15,000.00 | \$15,000.00 |
| 1 | 1.40 | Resident Subs | All Students with | \$127,413.00 | | | | \$127,413.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|----------------------------|--|-------------|-------------------|-------------|---------------|--------------|
| | | | Disabilities | | | | | |
| 1 | 1.41 | Project GLAD Training | English Learners | | | | \$4,000.00 | \$4,000.00 |
| 1 | 1.42 | Uniform Closet | Foster Youth Low Income | | | | \$5,000.00 | \$5,000.00 |
| 1 | 1.43 | Independent Study | All Students with Disabilities | | | | \$21,524.00 | \$21,524.00 |
| 1 | 1.44 | Universal Pre-Kindergarten | All Students with Disabilities | \$28,407.00 | | | | \$28,407.00 |
| 1 | 1.45 | TK Classroom Setup | All Students with Disabilities | \$12,000.00 | | | | \$12,000.00 |
| 1 | 1.46 | TK Paraprofessional | All Students with Disabilities | \$28,255.00 | | | | \$28,255.00 |
| 1 | 1.47 | Capturing Kids Hearts | All Students with Disabilities | | | | \$54,000.00 | \$54,000.00 |
| 1 | 1.48 | High School Athletics | English Learners Foster Youth Low Income | \$29,000.00 | | | | \$29,000.00 |
| 1 | 1.49 | Community Events | All Students with Disabilities | \$3,500.00 | | | | \$3,500.00 |
| 1 | 1.50 | Tutoring | All Students with Disabilities | | | | \$100,000.00 | \$100,000.00 |
| 2 | 2.1 | Cultural Field Trips | All Students with | | \$40,000.00 | | | \$40,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|--|--------------|-------------------|-------------|---------------|--------------|
| | | | Disabilities | | | | | |
| 2 | 2.2 | Character Development Officer | English Learners Foster Youth Low Income | \$300,000.00 | | | | \$300,000.00 |
| 2 | 2.3 | Chilean Exchange | All Students with Disabilities | | \$10,000.00 | | | \$10,000.00 |
| 2 | 2.4 | CDO Professional Development | All Students with Disabilities | \$4,500.00 | \$500.00 | | | \$5,000.00 |
| 2 | 2.5 | Custodial | English Learners Foster Youth Low Income | \$208,000.00 | | | | \$208,000.00 |
| 2 | 2.6 | Furniture | English Learners Foster Youth Low Income | \$300,000.00 | | | | \$300,000.00 |
| 2 | 2.7 | Recess/Lunchtime Assistant | All Students with Disabilities | \$30,000.00 | | | | \$30,000.00 |
| 2 | 2.8 | Floor Scrubber/Carpet Extractor | All Students with Disabilities | | | | | \$0.00 |
| 2 | 2.9 | Janitorial Supplies | All Students with Disabilities | \$25,000.00 | | | | \$25,000.00 |
| 2 | 2.10 | Ionizers for HVAC units | All Students with Disabilities | | | | | \$0.00 |
| 2 | 2.11 | Elementary Rugs | All Students with Disabilities | | | | | \$0.00 |
| 2 | 2.12 | CPI (Crisis Prevention Institute) Training | All Students with Disabilities | | \$500.00 | | | \$500.00 |
| 2 | 2.13 | Suicide Prevention Training | All Students with Disabilities | | | | \$2,000.00 | \$2,000.00 |
| 2 | 2.14 | CDO Support | English Learners Foster Youth Low Income | \$25,152.00 | | | | \$25,152.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|---|--|----------------|-------------------|-------------|---------------|----------------|
| 2 | 2.15 | Student Activities Clerk | English Learners Foster Youth Low Income | \$33,824.00 | | | | \$33,824.00 |
| 2 | 2.16 | Facility Technician | English Learners Foster Youth Low Income | \$205,000.00 | | | | \$205,000.00 |
| 2 | 2.17 | Receptionist | All Students with Disabilities | \$20,593.00 | | | | \$20,593.00 |
| 2 | 2.18 | Library Technician | English Learners Foster Youth Low Income | \$34,866.00 | | | | \$34,866.00 |
| 2 | 2.19 | LVN | English Learners Foster Youth Low Income | \$87,000.00 | | | | \$87,000.00 |
| 2 | 2.20 | Health Clerk | All Students with Disabilities | | | | \$32,174.00 | \$32,174.00 |
| 2 | 2.21 | Campus Safety Uniforms | All Students with Disabilities | \$2,000.00 | | | | \$2,000.00 |
| 2 | 2.22 | Facilities | English Learners Foster Youth Low Income | \$1,710,938.00 | \$1,150,000.00 | | | \$2,860,938.00 |
| 3 | 3.1 | San Bernardino Latino Family Literacy Project | All Students with Disabilities English Learners | | | | \$2,500.00 | \$2,500.00 |
| 3 | 3.2 | Love & Logic Parents | All Students with Disabilities | \$1,500.00 | | | | \$1,500.00 |
| 3 | 3.3 | CABE Project Inspire Parents | English Learners | | | | \$5,000.00 | \$5,000.00 |
| 3 | 3.4 | Cafecito | All Students with Disabilities | \$500.00 | | | | \$500.00 |
| 3 | 3.5 | Translator Equipment | All Students with Disabilities | | | | \$2,000.00 | \$2,000.00 |
| 3 | 3.6 | Parent Materials | All Students with | \$500.00 | | | | \$500.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------|------------------|------------|-------------------|-------------|---------------|-------------|
| | | | Disabilities | | | | | |

2022-23 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| \$10,594,986.00 | \$3,199,041 | 30.19% | 0% | 30.19% | \$3,309,366.00 | 0.00% | 31.24 % | Total: | \$3,309,366.00 |
| | | | | | | | | LEA-wide Total: | \$3,309,366.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | Schoolwide Total: | \$0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|------------------------------------|---|----------|--|-------------|--|---|
| 1 | 1.1 | Field Trips | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 1 | 1.6 | Mental Health & Academic Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$315,586.00 | |
| 1 | 1.20 | Swun Math Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$60,000.00 | |
| 1 | 1.22 | Home Visits | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 1 | 1.28 | ELPAC Testing | Yes | LEA-wide | English Learners | All Schools | | |
| 1 | 1.29 | ELPAC Testing On-Site Coordinator | Yes | LEA-wide | English Learners | All Schools | | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---|---|----------|--|-------------|--|---|
| 1 | 1.41 | Project GLAD Training | Yes | LEA-wide | English Learners | All Schools | | |
| 1 | 1.42 | Uniform Closet | Yes | LEA-wide | Foster Youth Low Income | All Schools | | |
| 1 | 1.48 | High School Athletics | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$29,000.00 | |
| 2 | 2.2 | Character Development Officer | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$300,000.00 | |
| 2 | 2.5 | Custodial | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$208,000.00 | |
| 2 | 2.6 | Furniture | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$300,000.00 | |
| 2 | 2.14 | CDO Support | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$25,152.00 | |
| 2 | 2.15 | Student Activities Clerk | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$33,824.00 | |
| 2 | 2.16 | Facility Technician | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$205,000.00 | |
| 2 | 2.18 | Library Technician | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$34,866.00 | |
| 2 | 2.19 | LVN | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$87,000.00 | |
| 2 | 2.22 | Facilities | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,710,938.00 | |
| 3 | 3.1 | San Bernardino Latino Family Literacy Project | Yes | LEA-wide | English Learners | All Schools | | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|------------------------------|---|----------|-------------------------------|-------------|--|---|
| 3 | 3.3 | CABE Project Inspire Parents | Yes | LEA-wide | English Learners | All Schools | | |

2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$4,812,327.00 | \$3,929,809.23 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1 | 1.1 | Field Trips | No | \$147,500.00 | \$55,000.00 |
| 1 | 1.2 | iReady Diagnostic and Instruction for Reading and Math | No | | |
| 1 | 1.3 | New Teacher Induction | No | \$39,947.00 | \$23,130.00 |
| 1 | 1.4 | Elementary Enrichment | Yes | \$152,225.00 | \$117,500.00 |
| 1 | 1.5 | Dual Enrollment | No | \$5,000.00 | \$0.00 |
| 1 | 1.6 | Secondary Academic Counselor | Yes | \$120,401.00 | \$122,153.00 |
| 1 | 1.7 | Summer Space Camp | No | \$6,000.00 | \$6,000.00 |
| 1 | 1.8 | Rocket Lab | No | \$243,196.00 | \$208,140.00 |
| 1 | 1.9 | Library Hub | Yes | \$10,700.00 | \$0.00 |
| 1 | 1.10 | Secondary Extended Learning | Yes | \$60,000.00 | \$86,129.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 1 | 1.11 | Love & Logic | No | \$6,000.00 | \$10,000.00 |
| 1 | 1.12 | Summer Academy | No | \$160,000.00 | \$110,000.00 |
| 1 | 1.13 | Elementary Enrichment Music | Yes | \$25,000.00 | \$0.00 |
| 1 | 1.14 | eSports | No | \$20,000.00 | \$0.00 |
| 1 | 1.15 | Robotics Team | No | \$60,000.00 | \$1,100.00 |
| 1 | 1.16 | Science Lab | No | \$100,000.00 | \$0.00 |
| 1 | 1.17 | Art Lab | No | \$100,000.00 | \$0.00 |
| 1 | 1.18 | Summer Academy Facility | No | \$37,000.00 | \$38,850.00 |
| 1 | 1.19 | One-to-One Devices | No | \$100,000.00 | \$114,000.00 |
| 1 | 1.20 | Swun Math Professional Development | Yes | \$55,000.00 | 60,000.00 |
| 1 | 1.21 | CABE Early Literacy Professional Development | No | \$2,500.00 | 2,500.00 |
| 1 | 1.22 | Home Visits | No | \$10,000.00 | 0.00 |
| | | | Yes | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-----------------------------------|--|--|---|
| | | | | | |
| 1 | 1.23 | Physical Education Materials | No | \$20,000.00 | 16,560.39 |
| 1 | 1.24 | Spanish Course | No | \$69,200.00 | 13,119.00 |
| 1 | 1.25 | Flexible Seating | No | \$50,000.00 | 0.00 |
| 1 | 1.26 | Mindfulness | No | \$10,000.00 | 0.00 |
| 1 | 1.27 | College Visits | No | \$5,000.00 | 5,000.00 |
| 1 | 1.28 | ELPAC Testing | Yes | \$13,500.00 | \$5,400.00 |
| 1 | 1.29 | ELPAC Testing On-Site Coordinator | Yes | \$12,544.00 | \$12,110.00 |
| 1 | 1.30 | VM Server | No | \$15,000.00 | \$15,906.00 |
| 1 | 1.31 | Support Servers | No | \$15,000.00 | \$15,000.00 |
| 1 | 1.32 | Storage Area Network | No | \$26,000.00 | \$27,112.00 |
| 1 | 1.33 | Classroom Furniture | No | \$300,000.00 | \$326,000.00 |
| 1 | 1.34 | STEM Enrichment Materials | No | \$10,000.00 | \$5,000.00 |
| 1 | 1.35 | Mandarin Enrichment Materials | No | \$20,000.00 | \$0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|-------------------------------|--|--|---|
| | | | | | |
| 1 | 1.36 | Staff Laptops | No | \$115,000.00 | \$114,500.00 |
| 1 | 1.37 | Multi-Purpose Room Setup | No | \$35,000.00 | \$0.00 |
| 1 | 1.38 | Stop-It Hotline | No | \$500.00 | \$238.00 |
| 1 | 1.39 | MiFi Units | No | \$15,000.00 | 16,347.84 |
| 1 | 1.40 | Resident Subs | No | \$127,413.00 | \$50,700.00 |
| 1 | 1.41 | Project GLAD Training | Yes | \$4,000.00 | \$5,444.00 |
| 1 | 1.42 | Uniform Closet | Yes | \$5,000.00 | \$4,800.00 |
| 1 | 1.43 | Independent Study | No | \$40,000.00 | \$21,524.00 |
| 2 | 2.1 | Cultural Field Trips | No | \$40,000.00 | \$0.00 |
| 2 | 2.2 | Character Development Officer | Yes | \$234,200.00 | \$230,000.00 |
| 2 | 2.3 | Chilean Exchange | No | \$10,000.00 | \$0.00 |
| 2 | 2.4 | CDO Professional Development | No | \$500.00 | \$0.00 |
| 2 | 2.5 | Custodial | Yes | \$100,000.00 | \$80,000.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| | | | | | |
| 2 | 2.6 | Furniture | Yes | \$300,000.00 | \$314,801.00 |
| 2 | 2.7 | Recess/Lunchtime Assistant | No | \$30,000.00 | \$9,000.00 |
| 2 | 2.8 | Floor Scrubber/Carpet Extractor | No | \$7,500.00 | \$6,750.00 |
| 2 | 2.9 | Janitorial Supplies | No | \$25,000.00 | \$51,205.00 |
| 2 | 2.10 | Ionizers for HVAC units | No | \$40,000.00 | \$0.00 |
| 2 | 2.11 | Facilities | Yes | \$1,624,501.00 | \$1,624,501.00 |
| 2 | 2.13 | Elementary Rugs | No | \$17,500.00 | \$3,000.00 |
| 2 | 2.14 | CPI (Crisis Prevention Institute) Training | No | \$500.00 | \$100.00 |
| 2 | 2.15 | Suicide Prevention Training | No | \$2,000.00 | \$1,189.00 |
| 3 | 3.1 | San Bernardino Latino Family Literacy Project | Yes | \$2,500.00 | \$0.00 |
| 3 | 3.2 | Love & Logic Parents | No | \$1,500.00 | \$0.00 |
| 3 | 3.3 | CABE Project Inspire Parents | Yes | \$5,000.00 | \$0.00 |
| 3 | 3.4 | Cafecito | No | \$500.00 | \$0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|----------------------------|--|--|---|
| | | | | | |
| 3 | 3.5 | Translator Equipment | No | \$2,000.00 | \$0.00 |
| 3 | 3.6 | Parent Materials | No | \$500.00 | \$0.00 |

2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| \$2,577,796.00 | \$2,734,571.00 | \$2,662,838.00 | \$71,733.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|------------------------------------|---|--|---|---|---|
| 1 | 1.4 | Elementary Enrichment | Yes | \$152,225.00 | \$117,500.00 | | |
| 1 | 1.6 | Secondary Academic Counselor | Yes | \$120,401.00 | \$122,153.00 | | |
| 1 | 1.9 | Library Hub | Yes | \$10,700.00 | 0.00 | | |
| 1 | 1.10 | Secondary Extended Learning | Yes | \$60,000.00 | \$86,129.00 | | |
| 1 | 1.13 | Elementary Enrichment Music | Yes | \$25,000.00 | 0.00 | | |
| 1 | 1.20 | Swun Math Professional Development | Yes | \$55,000.00 | \$60,000.00 | | |
| 1 | 1.22 | Home Visits | Yes | 10,000.00 | 0.00 | | |
| 1 | 1.28 | ELPAC Testing | Yes | 13,500.00 | 5,400.00 | | |
| 1 | 1.29 | ELPAC Testing On-Site Coordinator | Yes | 12,544.00 | 12,110.00 | | |
| 1 | 1.41 | Project GLAD Training | Yes | 4,000.00 | 5,444.00 | | |
| 1 | 1.42 | Uniform Closet | Yes | 5,000.00 | 4,800.00 | | |
| 2 | 2.2 | Character Development Officer | Yes | \$234,200.00 | \$230,000.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|---|---|--|---|---|---|
| 2 | 2.5 | Custodial | Yes | \$100,000.00 | \$80,000.00 | | |
| 2 | 2.6 | Furniture | Yes | \$300,000.00 | \$314,801.00 | | |
| 2 | 2.11 | Facilities | Yes | \$1,624,501.00 | \$1,624,501.00 | | |
| 3 | 3.1 | San Bernardino Latino Family Literacy Project | Yes | 2,500.00 | 0.00 | | |
| 3 | 3.3 | CABE Project Inspire Parents | Yes | 5,000.00 | 0.00 | | |

2021-22 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| \$8,435,611.00 | \$2,577,796.00 | 0% | 30.56% | \$2,662,838.00 | 0.00% | 31.57% | \$0.00 | 0.00% |

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

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[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|--|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric. |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Norton Science & Language Academy

CDS Code:

California

Link to the LCAP:

(optional)

https://nsla.lewiscenter.org/documents/2021_LCAP_Combined_Norton_Science_Language_Academy_20210625.pdf

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The 2021-2024 Local Control and Accountability Plan (LCAP) prioritizes the goals the school will implement to enhance its instructional program to meet the needs of all learners attending Norton Science and Language Academy (NSLA). Title I, II, III, IV funds will be used to support these specific LCAP goals and actions financially. Funding for each action will be directed by the school's principal and finance director in alignment with the requirements set by each supplemental funding source and upon approval of stakeholders, including the School Site Council, parents, leadership team, and student advisory panel.

NSLA LCAP Goals are:

- All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.
- Provide safe and well-maintained facilities with a positive learning climate and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students.
- Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

Title 1, Part A: Title I funding is used in combination with state funding to provide a Tier 2 and Tier 3 intervention pull-out program led by a highly qualified experienced teacher and supporting paraprofessionals. Funding is also used to supply uniforms for students in need. These supports will help students meet NSLA LCAP goals and produce greater achievement for all students.

Title II, Part A: Title II funding is used in combination with state funding to provide intentional professional development (PD) for teachers, administrators, and classified staff, all supporting the LCAP goals. Curriculum embedded PD, new teacher support, and standard-specific PD all support the academic improvement of students. Social-Emotional Learning, student safety, and cultural equity PD for administrators and classified staff help to ensure the school's climate is conducive for learning.

Title III, Part A: Title III funding provides PD specifically for supporting English Learners. Teachers and administrators receive continuous Guided Acquisition Development (GLAD) training for instructional strategies used in the classroom. Developing the school's EL Master Plan, supporting ELPAC administration, and attending the California Association for Bilingual Education (CABE), are all supported by these funds and are aligned to the LCAP goals and the school's mission of bilingual, bi-literate achievement.

Title IV, Part A: To promote college and career readiness, NSLA uses Title IV funding in combination with state funding to provide field trips for middle school students to local college campuses where students learn about the requirements for applying to the college and the benefits of a college education. Field trips for elementary students are aligned to content standards and allow students to experience real-world applications for their learning. Some funding also supports the school's one-to-one laptop program in combination with Title I funding.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The alignment of federal funds with activities funded by state and local funds is evident in the Norton Science and Language Academy (NSLA) Local Control and Accountability Plan (LCAP). The LCAP details the use of funds aligned to support student-centered goals. The school will expend categorical funding, ensuring distribution follows the criteria set by each fund, prior to use of state or local funds.

Before allocating funds, stakeholder meetings such as School Site Council and Academic Leadership Team, take place to approve of funding activities making certain they align with the school's mission and LCAP goals.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------------|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 <i>(as applicable)</i> |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11) | 6 <i>(as applicable)</i> |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 <i>(as applicable)</i> |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---------------|--------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 <i>(as applicable)</i> |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|-------------------------------|
| 3116(b)(3) | 3, 6 (<i>as applicable</i>) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

| ESSA SECTION(S) | STATE PRIORITY ALIGNMENT |
|-----------------|--------------------------|
| 1112(b)(4) | N/A |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Norton Science and Language Academy (NSLA) is a Charter school and is its own LEA. Therefore, the poverty criteria that will be used to select school attendance areas under Section 1113 is limited to one school site. NSLA currently has 71.9% of students who are socioeconomically disadvantaged.

Students will be identified primarily through the use of an approved Free and Reduced Meal Application and will include children that are eligible for free and reduced-priced lunches under the Richard B. Russell National School Lunch Act.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. LEA is a charter school

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

N/A ~ The LEA does not have schools identified as CSI/ATSI

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Norton Science and Language Academy (NSLA) annually inform parents about Title I funding as part of the development and agreement of NSLA's Parent and Family Engagement Policy. A variety of forums including School Site Council (SSC) and English Learner Advisory Committee (ELAC) work together to ensure Title I monies support the school's Local Control Accountability Plan (LCAP). Upon development and agreement of all stakeholders, the policy is made available to families supporting the Title I parent and family engagement requirements.

To involve parents and family members in the Title I process, NSLA follows these protocols:

- All parents and family members are invited annually for the presentation of the school's participation in Title I and the requirements in regards to parental participation. Parents are presented information about Title I at Back to School Night. In September, the first Cafecito--a monthly meeting with parents and principal--takes place to inform parents about Title I funding.
- The school offers monthly meetings at a variety of times to inform families about Title I funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families.
- Translation services are provided during monthly meetings.
- Monthly forums involve parents in the planning, reviewing, and improving the school's Title I program, which includes the review and improvement of the school's parent and family engagement policy.
- Title I program is reviewed in combination with the development and agreement of the LCAP.

With authentic parent involvement, families, schools and community members work closely together to build a robust framework for student achievement. NSLA site administration has established a variety of forums to solicit parent feedback in developing, reviewing, and approving Title I expenditures, parent and family engagement policy, and the LCAP. On a monthly basis, NSLA site administration holds School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings. These committees are open to the school community and include both elected parent representatives and school site staff. These forums also serve to deliver important information such as CAASPP scores, California Dashboard updates, and upcoming school events.

NSLA's Principal holds a monthly Cafecito meeting where parents are provided the opportunity to interact with the Principal. The Principal offers school updates, shares parent resources and solicits parent feedback based on current school needs. The site administration also works collaboratively with the NSLA Parent Teacher Organization (PTO). These meetings are open to all parents, and they offer an opportunity for the site administration to interact with parents and get feedback on current school issues. In addition to the monthly parent meetings, NSLA also offers parent training throughout the school year. The Parenting with Love & Logic 10-week course is being provided to parents twice a year. During this course, school site staff train parents on how to support the social-emotional needs of their children and maintain a healthy parent/child relationship.

NSLA prides itself in providing translation services during all of the committee meetings and parent meetings. Parents are provided access in both English and Spanish through Infinite Campus (Student Information System), social media, auto-dialer, and printed flyers. Often, parent trainings and informational sessions are live-streamed. It is the active and successful partnership between parents and NSLA staff that makes a robust learning environment where students can not only learn in a safe environment but thrive and lead as they move on to High School and beyond.

Parents are invited to volunteer at NSLA. Parents have opportunities to volunteer in classrooms, field trips, fundraisers, and other school-sponsored events. In classrooms, parents have the chance to read with students in small groups and support in centers during universal access time. As a Spanish Dual Language School, parents have the opportunity to volunteer during Spanish and English instruction; this provides the opportunity for more parents to volunteer in the classroom.

During the school year, families are invited to Back to School Night to meet their child's teacher and receive school information. Parent-teacher conferences take place twice during the school year for elementary to review each child's progress. NSLA also provides family events such as the multi-cultural fair, math night, and school carnival.

Monthly Board reports indicate the efforts that NSLA undertakes to ensure parents are participating in their child's education, are providing input, and are part of the decision-making process. The annual report will measure continuous improvement.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: Norton Science and Language Academy is a school-wide Title I program. The school uses Title I funding to support Response to Intervention (RTI) students at Tier 2 and Tier 3 levels. Students have been identified through multiple on-site and state assessments. The school provides a pull-out program equipped with a certificated teacher and paraprofessionals to meet the needs of the identified students during a six-week cycle that includes standard specific instruction with progress monitoring. Both salaries and supplies are supported by Title I.

TAS: N/A

Neglected or delinquent: N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Norton Science and Language Academy is a school-wide Title I program and does not have any targeted assistance.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

NSLA's staff provides student support to the school's homeless and foster youth children by attending Counselor network meetings and McKinney-Vento Homeless Assistance Act Update meetings to ensure the organization is following laws that regulate the enrollment of homeless and foster youth children.

NSLA's counseling department is the identified Homeless/Foster student liaison and works directly with the registrar to help support the transition of a homeless student to being enrolled into the school. Students identified during the registration process as being homeless, at risk for homelessness, or foster youth are immediately referred to the School Counselor. When it is learned that a child qualifies as homeless prior to enrollment, any enrollment barriers are eliminated by registering the student without question of additional paperwork. Once the student is registered, the registrar works with the family to secure any additional items that may be needed such as the immunization record, prior school information, or any additional records that will assist in providing any additional services to the student. If the student does not have any immunization records, the registrar will give information on where the family can get their child vaccinated. Assistance will be provided to ensure the student's immunizations are up to date.

NSLA coordinates annually with the local County of Education offices and nonprofits to procure donations to support the needs of homeless children and youths. These resources, which may include school uniforms, backpacks, and school supplies, are directly distributed to families. Food baskets are also collected for families in need through student donations.

Additionally, the homeless liaison will help support the student's attendance by ensuring the student has a secure way of being transported to school to ensure regular student attendance. If the student needs support in getting school transportation the homeless liaison will work with the family to provide a public transportation pass for the student and an adult to accompany the child, as needed.

The site will use Title I reserved funds to provide any additional supplies deemed necessary to ensure student success; including but not limited to, general school supplies, uniforms, shoes, hygiene products, and transportation services.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Norton Science and Language Academy does provide a full-day Transitional Kindergarten program for students transitioning into Kindergarten. Incoming Kindergartners have the opportunity to attend Rockets in Training twice before entering Kindergarten the following school year. This provides families the opportunity to be aware of school policies and expectations for Kindergarten as well as meeting the teachers. Title I funding is not used to provide for these programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Systems are in place at NSLA to promote continual growth and improvement for teachers, principals, and other school leaders. Evidence derived from assessment data, both local and state, student and parent climate surveys, and the PLC help drive the school's administrative team in determining what professional development will be added to the school's long-term PD plan. Individual staff wishing to participate in PD must fill out a formal request with a description of the training, how it will be used to promote student learning and how it supports the school's mission.

The school ensures improvement through the alignment of PD to the school's mission, both LCAP and WASC goals, and the current needs of its students. Improvement is measured through the following sources:

- Parent climate surveys
- Student climate surveys
- California School Dashboard
- On-site benchmark assessments
- CAASPP results
- Student Advisory Panel
- Parent and family meetings
- PLC

The school's leadership teams reflect on these measures monthly to determine whether PD is being beneficial to its intended audience and whether adjustments need to be made.

Systems of support for principals, teachers, and other school leaders are an integral part of facilitating growth within the teaching staff and administration. For principals and school leaders, Induction is provided through a University of their choice funded by the school. NSLA's CEO supports leaders through on-site coaching. The school also encourages job-shadowing for teachers who desire to move into an administrative roll.

All new teachers participate in the Induction program for the first two years of their career, provided by the Center for Teacher Innovation. New teachers are paired with a teaching coach during the two-year program. New teachers will work with their coach to focus on the California Standards for the Teaching Profession, such as classroom management, instructional strategies, and parent communication.

NSLA evaluates its systems of professional growth annually and adjusts as necessary. Each winter, the school's leadership teams review data including the California School Dashboard, CAASPP data, on-site benchmark data to measure whether professional development has made a positive effect on learning in supporting the school's mission and goals. Teams also have the opportunity to give feedback from personnel who attended trainings and their observations from implementation. Information gleaned from these conversations facilitates adjustments to the school's PD long-term plan and allows the school to plan PD for the following school year and appropriate Title II funds accordingly.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A ~ This LEA does not have schools identified for CSI/TSI

All funding is used by the single school in the LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To continually update and improve activities, Norton Science and Language Academy has the following structures in place to regularly review data:

Academic Team Meeting (ATM): This team meets on a weekly basis and consists of school administrators, Teacher on Assignment (TOA), counseling, facilities manager, IT manager, and Chief Financial Officer. The focus of these meetings is to review and evaluate the school's programs, current assessment data, school culture, and budget planning.

Academic Leadership Team (ALT): This team meets monthly and consists of school administrators, TOSA, and teacher representatives. The focus of this team is instructional practices across campus, reviewing data and programs in place. This also may include planning time for upcoming school events.

On-site and state assessments: NSLA implements three benchmark windows each year along with CAASPP assessments. Students are assessed in the areas of math, ELA, Spanish Language Arts, and writing. Grade level teams meet with TOA and Coordinator of Assessments to analyze data and determine the next steps for instruction based on these results. This data is used to determine the professional development needs.

Professional Learning Communities (PLC): Certificated staff meets on a weekly basis in PLC to review student data and plan instruction. Elementary grade levels also meet weekly with the TOA to review data and instructional strategies to use with the currently adopted curricula.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Norton Science & Language Academy, Title III monies are invested in professional development to meet the needs of the school's English Learner population. Annually, the school invests in language acquisition training through Project GLAD (Guided Language Acquisition Development) which takes place throughout the school year. All teachers in grades TK-8, receive this training. Grade level spans receive an all-day training on GLAD strategies once a year and all staff receive whole group guidance four times per year instructing on using GLAD strategies to support state and local assessments such as the CAASPP and ELPAC. Monitoring progress on these assessments as well as the English Development Assessment (EDL), Student Oral Language Observation Matrix (SOLOM), Developmental Reading Assessment (DRA), and on-site benchmarks, inform the school site whether GLAD is helping to increase student achievement.

Other trainings include: staff, both teachers and administrators, attend the California Association for Bilingual Education (CABE) annually to stay abreast of current trends in bilingual education and support for English Learners, administrators receive training on developing the school's EL Master Plan to ensure English Learner's are supported in all areas, and classified staff who administer the ELPAC assessment, receive on-going training twice a year for administration of the exam. All CABE attendees provide school staff with professional development, sharing the training they received.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To enhance instruction in the core academic areas, NSLA teachers are Project GLAD trained in Language Acquisition. This research-based training provides instructional strategies teachers use with the adopted curriculum to create access for the population of English Learners.

English Learners will be monitored through a battery of assessments such as the ELPAC, CAASPP, EDL, and on-site assessments, to determine whether changes are necessary for the adopted curriculum or whether supplemental materials need to be purchased. This data also helps to determine the professional development needed for staff to provide high-quality instruction to EL students.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that the English Learner population receives appropriate funding, Norton Science and Language Academy will review the following:

- Monitor student progress on the ELPAC summative assessments annually to determine intervention programs necessary for student success.
- Monitor growth on school-site benchmarks aligned to CCSS, NGSS, Spanish Language Arts Standards, and California State Standards using data to determine how funding will be apportioned.
- Review annual CAASPP assessment data to determine student programming for the following school year.
- Annually review LCAP goals and progress in meeting them.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school implemented the following processes to determine the best use of its Title IV funding:

- All parents and family members are invited annually for the presentation of the school's participation in Title IV. Parents are presented information about Title IV funding and its uses at Back to School Night. Each September, the first Cafecito—a monthly meeting with parents and principal—takes place to inform parents about Title IV funding and to receive feedback about how those funds are used.
- In February, the school provides a Town Hall forum in the evening to update parents regarding The California School Dashboard and the LCAP. Input from families provides the school with the information necessary to develop the school's LCAP for the following school year including how Title IV monies will be spent. Translation services are available along with accessibility and child care.
- The school offers a variety of monthly meetings to inform families about Title IV funding both in the morning and afternoons. For families who are unable to attend during those times, the monthly morning meeting is live-streamed and recorded for access at a more convenient time for families. Translation services are also provided during these meetings.
- Monthly School Board Meetings provide information regarding the LCAP development and the disbursement of Title IV funds. School Board Meetings are open to the public, after school and are live-streamed for families to access if they cannot attend. Public comment is always an option for attendees.
- The school's Academic Team (ATM) meets weekly to review data (on-site benchmark data, California Dashboard data, attendance data, facilities report) to inform how Title IV funding would best support the needs of students.
- ATM reports their Title IV funding ideas to the school's Executive Team members, Academic Leadership Team, and Professional Learning Community to gain input from all stakeholders as to how the money should be spent.
- Student and parent climate annual survey data is taken into consideration when deciding on the distribution of Title IV funds.
- The Dream Team (student advisory group) participates in the decision-making with ideas of how funding should be spent.

After reviewing data and meeting with all stakeholders, it was determined that Title IV funds go to support college and career readiness and adhere to the school's mission to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education.

Title IV funding will be implemented in the following ways:

- (A) - Students in middle school take two field trips annually to visit local UC and CSU campuses that include a tour and information on how to prepare and plan through high school to be ready to apply for college.
- (B) - All grades participate in at least one field trip aligned to grade-level standards annually. Field trips give students the opportunity to apply what they've learned in the classroom in a real-world environment.
- (C) - Family engagement through monthly meetings will take place with translation services provided.
- (D) - The school will use on-site benchmark assessments, student climate surveys, state assessment data, and teacher observations to determine whether the intended outcomes for activities and programs described in parts A-C have come to fruition.

This data will demonstrate the effectiveness of how Title IV funds were used and whether to continue for the following school year.

2022-23 LCFF Budget Overview for Parents Data Input Sheet

| | |
|---|--|
| Local Educational Agency (LEA) Name: | Norton Science & Language Academy |
| CDS Code: | California |
| LEA Contact Information: | Name: Fausto Barragan Position: Principal Email: fbarragan@lcer.org Phone: 909-386-2300 |
| Coming School Year: | 2022-23 |
| Current School Year: | 2021-22 |

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

| Projected General Fund Revenue for the 2022-23 School Year | Amount |
|---|-----------------|
| Total LCFF Funds | \$13,794,027.00 |
| LCFF Supplemental & Concentration Grants | \$3,199,041.00 |
| All Other State Funds | \$2,577,263.00 |
| All Local Funds | \$1,000.00 |
| All federal funds | \$1,215,582.00 |
| Total Projected Revenue | \$17,587,872 |

| Total Budgeted Expenditures for the 2022-23 School Year | Amount |
|--|-----------------|
| Total Budgeted General Fund Expenditures | \$16,617,980.00 |
| Total Budgeted Expenditures in the LCAP | \$3,965,125.00 |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$3,292,800.00 |
| Expenditures not in the LCAP | \$12,652,855 |

| Expenditures for High Needs Students in the 2021-22 School Year | Amount |
|--|----------------|
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$2,486,504.00 |
| Actual Expenditures for High Needs Students in LCAP | \$2,537,029.00 |

| Funds for High Needs Students | Amount |
|--|---------------|
| 2022-23 Difference in Projected Funds and Budgeted Expenditures | \$93,759 |
| 2021-22 Difference in Budgeted and Actual Expenditures | \$50,525 |

| Required Prompts(s) | Response(s) |
|---|---|
| Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). | Funds not included in the LCAP for services include: <ul style="list-style-type: none"> • Supplemental curriculum • Instructional supplies • Facility supplies and equipment |

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Norton Science & Language Academy

CDS Code: California

School Year: 2022-23

LEA contact information:

Fausto Barragan

Principal

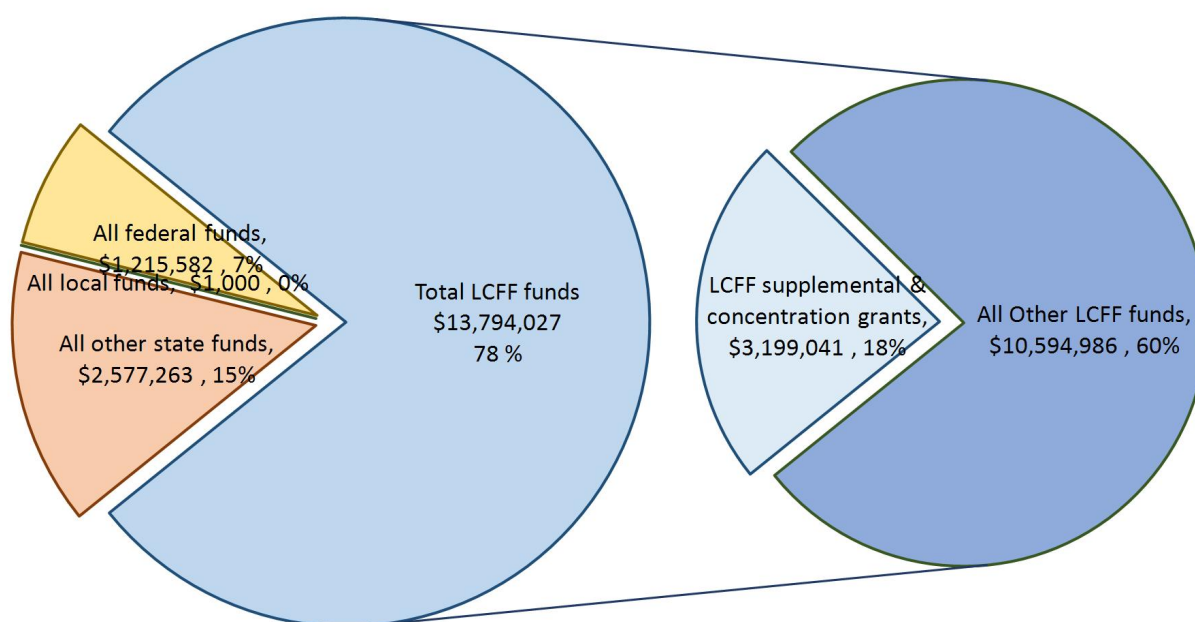
fbarragan@lcer.org

909-386-2300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



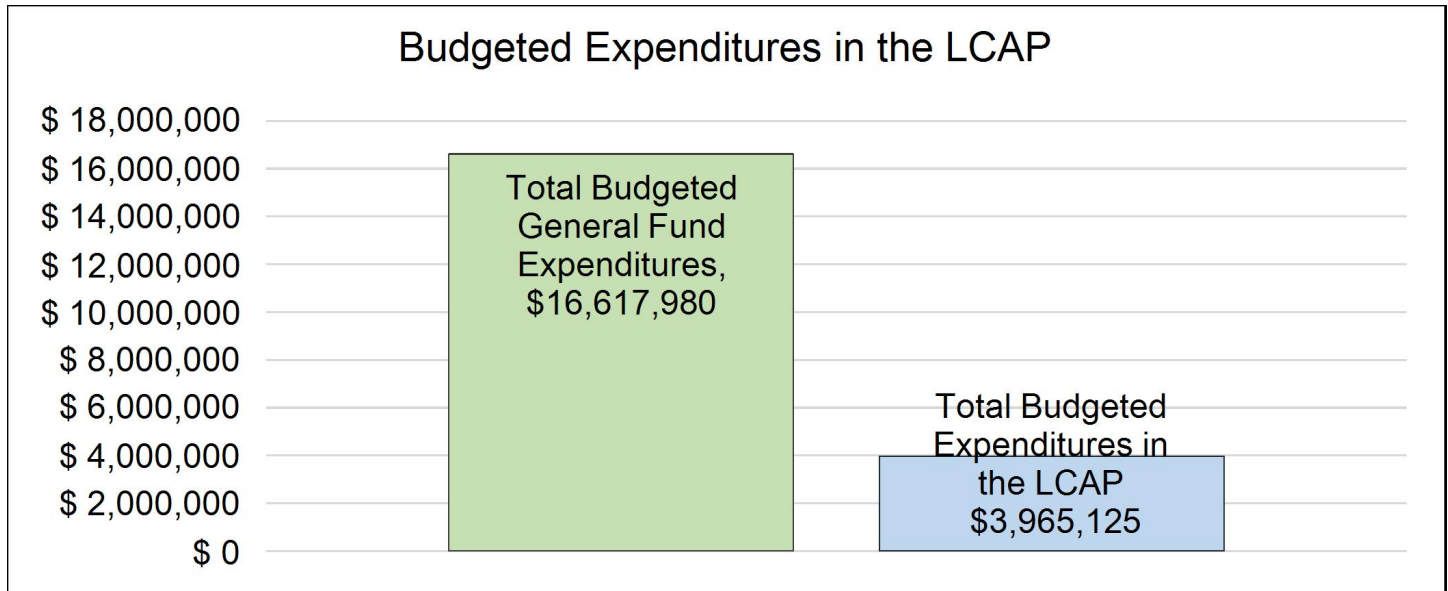
This chart shows the total general purpose revenue Norton Science & Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Norton Science & Language Academy is \$17,587,872, of which \$13,794,027.00 is Local Control Funding Formula (LCFF), \$2,577,263.00 is other state funds, \$1,000.00 is local funds, and \$1,215,582.00 is federal funds. Of the

\$13,794,027.00 in LCFF Funds, \$3,199,041.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Norton Science & Language Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Norton Science & Language Academy plans to spend \$16,617,980.00 for the 2022-23 school year. Of that amount, \$3,965,125.00 is tied to actions/services in the LCAP and \$12,652,855 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Funds not included in the LCAP for services include:

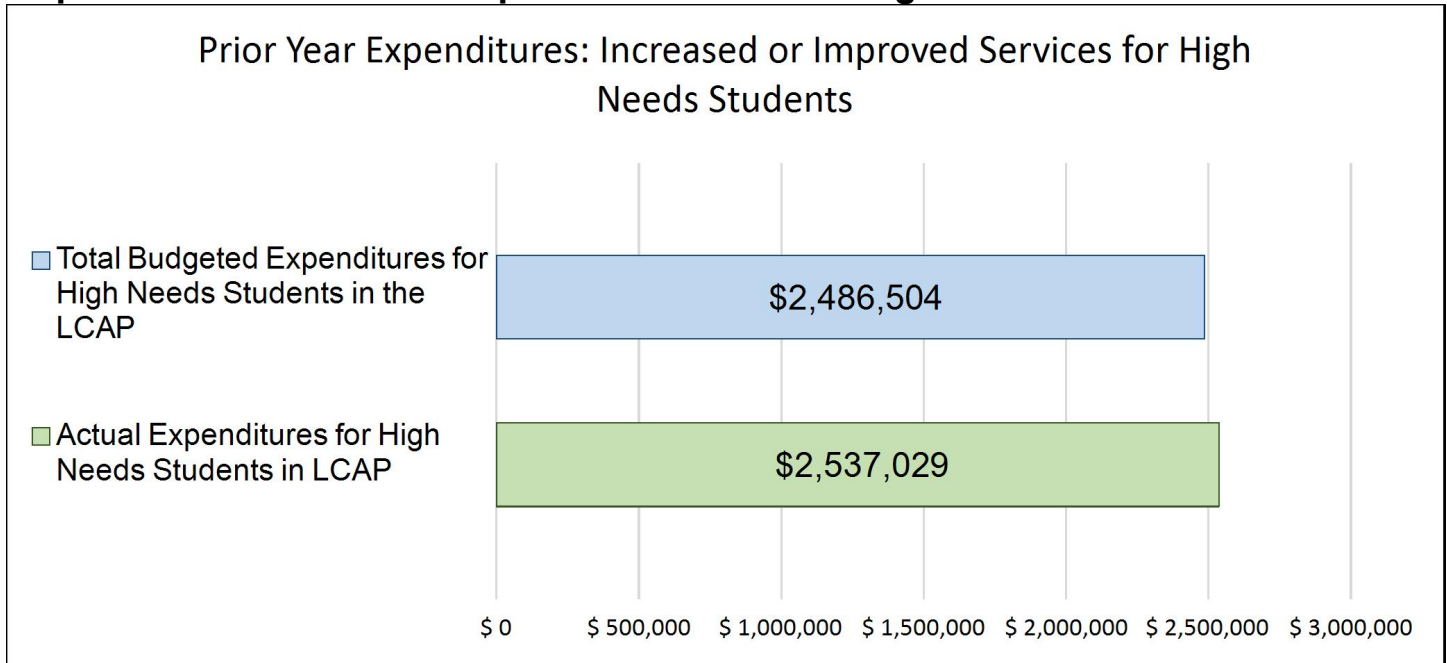
- Supplemental curriculum
- Instructional supplies
- Facility supplies and equipment

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Norton Science & Language Academy is projecting it will receive \$3,199,041.00 based on the enrollment of foster youth, English learner, and low-income students. Norton Science & Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Norton Science & Language Academy plans to spend \$3,292,800.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Norton Science & Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Norton Science & Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Norton Science & Language Academy's LCAP budgeted \$2,486,504.00 for planned actions to increase or improve services for high needs students. Norton Science & Language Academy actually spent \$2,537,029.00 for actions to increase or improve services for high needs students in 2021-22.



Creating Global Citizens

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|------------------------------|------------------------------------|
| Norton Science & Language Academy | Fausto Barragan Principal | fbarragan@lcer.org 909-386-2300 |

Goal 1

All school community members (administrators, teachers, paraprofessionals, parents, students) will work together to improve student achievement in all content areas.

Rationale

For students to leave NSLA ready for their future success, it's imperative that we give them every opportunity to be proficient in the areas of math and reading, both in Spanish and English, beginning in Kindergarten through their senior year. Both of these areas will give students the ability to be successful in other subject areas such as science, the arts, PE, and social studies.

Students in elementary are displaying a decline in math proficiency since the last CAASPP assessment data in 2019. Since our diagnostic exams and summative benchmarks measure all standards at a grade level, it's important that all standards are covered within a given year. With the spring shutdown in 2020 and a modified attendance schedule throughout the 2020-2021 school year, instruction focused on essential standards. 16% of students show proficiency at the end of the school year, which is a drop from previous years. Data also revealed the domain of Geometry and Measurement & Data as the lowest-performing areas. These are often taught towards the end of the year so these results were not unexpected.

Without a strong reading foundation, students will struggle throughout their school years not being prepared for the work given to them. Recent data reported that 33.7% of primary students were proficient in reading at their grade level. As students promote to the next grade level there will be a need for more intervention both in class and out to help students become fluent readers by the time they get to 3rd grade.

Expected Annual Measurable Objectives for Goal 1

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|--|--|--|
| 4 | California Assessment of Student Progress (CAASPP) Math and ELA 2019 | 37.01% of students showed proficiency in ELA 30.5% of students showed proficiency in math | The CAASPP assessments for ELA and Math will be administered in the spring of 2022 with results published in the fall of 2022. | 40% of students will show proficiency in ELA 34% of students will show proficiency in math |
| 4 | iReady Diagnostic Assessment for Reading | Reading: 29% of students on or above grade level 23% of students one grade level below 48% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments | Reading: 20% of students on or above grade level 22% of students one grade level below 58% of students are two or more grade levels below | Reading: 35% of students on or above grade level 27% of students one grade level below 38% of students are two or more grade levels below |
| 4 | iReady Diagnostic Assessment for Math | Math: 16% of students on or above grade level | Math: 9% of students on or above grade level | Math: 25% of students on or above grade level |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|--|---|
| | | 38% of students one grade level below 46% of students are two or more grade levels below as demonstrated in the EOY 2021 assessments | 28% of students one grade level below 62% of students are two or more grade levels below | 45% of students one grade level below 30% of students are two or more grade levels below |
| 4 | DRA (Developmental Reading Assessment) English grades 3-5 | 53.3% of students met standard 15.7% of students nearly met standard 31% of students standard not met as demonstrated in the EOY 2021 assessments | 52% of students show proficiency on trimester 1 DRA scores, meeting the standard. | 60% of students will meet the standard 20% of students will nearly meet the standard 20% of students standard not met |
| 4 | On-site Benchmarks for Math and ELA | 21.5% of students showed proficiency in ELA 30.6% of students showed proficiency in math as demonstrated in the EOY 2021 assessments | 28% of students showed proficiency in ELA 41% of students showed proficiency in Math as demonstrated by trimester 1 and semester 1 assessments. | 35% of students will show proficiency in ELA 35% of students will show proficiency in math |
| 4 | EDL (Evaluación del desarrollo de la lectura® 2; Spanish reading assessment) grades K-2 | 33.7% of students showed proficiency in SLA as measured by EDL at the end of year 2020-2021 | 26% of students show proficiency on trimester 1 EDL scores, meeting the standard. | 40% of students will show proficiency in SLA as measured by EDL |

Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|--------------------|------------------------|--------------|-----------------|
| 1.1 | Field Trips All students will have the opportunity to engage in field trips to enhance their learning and apply their knowledge from the | Year 1 | No | | Other State 147,500 | \$147,500.00 | \$22,538.40 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|--|---------------------------|----------------|-----------------|
| | classroom to real world experiences. | | | | | | |
| 1.2 | iReady Diagnostic and Instruction for Reading and Math Implementation of iReady diagnostic and instruction to measure growth in both areas and facilitate differentiation based on specific student need. Reading and Math instruction is included to supplement adopted curriculum and meet the individual needs of each student. Note: Funding accounted for during the 2020-21 school year with a 6 year adoption. | Ongoing | No | | | | N/A |
| 1.3 | New Teacher Induction Induction for new teachers | Year 1 | No | Other State 19,800.00 Federal 20,147.00 | | \$39,947.00 | \$4,568.80 |
| 1.4 | Elementary Enrichment Enrichment courses in elementary during the school day. | Ongoing | Yes | Other State 152,225.00 | | \$152,225.00 | \$17,587.00 |
| 1.5 | Dual Enrollment Textbooks for dual enrollment courses with San Bernardino Valley Community College | Ongoing | No | | Other State 5,000 | \$5,000.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| 1.6 | Secondary Academic Counselor New academic counselor for high school. | Ongoing | Yes | LCFF 120,401 | | \$120,401.00 | \$64, 531.00 |
| 1.7 | Summer Space Camp Summer extended learning opportunities for STEM. | Year 1 | No | Other State 4,000 | Other State 2,000 | \$6,000.00 | \$6,000.00 |
| 1.8 | Rocket Lab Targeted intervention for students needing tier II and tier III supports. | Ongoing | No | Federal 243,196 | | \$243,196.00 | \$161,432.00 |
| 1.9 | Library Hub Before and after school library hub. | Ongoing | Yes | | Other State 10,700 | \$10,700.00 | \$0.00 |
| 1.10 | Secondary Extended Learning Zero period offerings (ASB, Mandarin, Comp Sci, and Spanish). | Year 1 | Yes | LCFF 60,000.00 | | \$60,000.00 | \$33,300.00 |
| 1.11 | Love & Logic Professional development for all staff. | Year 1 | No | | Other State 6,000 | \$6,000.00 | \$0.00 |
| 1.12 | Summer Academy Extended learning for the summer in 2021 and 2022. | Year 1 | No | Other State 160,000 | | \$160,000.00 | \$109,372.06 |
| 1.13 | Elementary Enrichment Music Music enrichment materials. | Year 1 | Yes | | Other State 25,000 | \$25,000.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| | | | | | | | |
| 1.14 | eSports eSports lab set up. | Year 1 | No | | Other State 20,000 | \$20,000.00 | \$0.00 |
| 1.15 | Robotics Team Creation of a robotics team. | Year 1 | No | | Other State 60,000 | \$60,000.00 | \$836.00 |
| 1.16 | Science Lab Expansion of secondary science lab, materials and curriculum. | Year 1 | No | | Other State 100,000 | \$100,000.00 | \$0.00 |
| 1.17 | Art Lab Expansion of secondary art lab, materials and curriculum. | Year 1 | No | | Other State 100,000 | \$100,000.00 | \$0.00 |
| 1.18 | Summer Academy Facility Facility for the summer academy 2021. | Year 1 | No | | Other State 37,000 | \$37,000.00 | \$38,850 |
| 1.19 | One-to-One Devices Additional Chromebooks at 3rd grade. | Ongoing | No | | Other State 100,000 | \$100,000.00 | \$0.00 |
| 1.20 | Swun Math Professional Development Training for teachers implementing Swun Math with concentration in grades 3-8. | Ongoing | Yes | | LCFF 55,000.00 | \$55,000.00 | \$20,000.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| 1.21 | CABE Early Literacy Professional Development CABE (California Association for Bilingual Education) Early Literacy PD for primary teachers. | Ongoing | No | | Other State 2,500 | \$2,500.00 | \$2,500.00 |
| 1.22 | Home Visits Materials and supplemental funds for home visits. | Year 1 | No Yes | | Other State 10,000 | \$10,000.00 | \$0.00 |
| 1.23 | Physical Education Materials Additional PE Materials for growth of campus and additional grade level. | Year 1 | No | | Other State 20,000 | \$20,000.00 | \$824.00 |
| 1.24 | Spanish Course Addition of high school Spanish course curriculum. | Year 1 | No | | Other State 69,200 | \$69,200.00 | \$13,118.90 |
| 1.25 | Flexible Seating Flexible seating for students. | Year 1 | No | | Other State 50,000 | \$50,000.00 | \$0.00 |
| 1.26 | Mindfulness Mindfulness spaces furniture and materials. | Year 1 | No | | Other State 10,000 | \$10,000.00 | \$0.00 |
| 1.27 | College Visits College visits for students in middle and high school. | Ongoing | No | | Federal 5,000 | \$5,000.00 | \$0.00 |
| 1.28 | ELPAC Testing | Ongoing | Yes | Federal 13,500 | | \$13,500.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|--------|-------------------------------------|----------------|-----------------|
| | Test examiners for ELPAC testing. | | | | | | | |
| 1.29 | ELPAC Testing On-Site Coordinator Lead coordinator for ELPAC testing throughout the year. | Ongoing | Yes | Federal | 12,544 | | \$12,544.00 | \$0.00 |
| 1.30 | VM Server Expansion of virtual network servers to support learning platforms. | Year 1 | No | | | Other State 15,000 | \$15,000.00 | \$15,906.31 |
| 1.31 | Support Servers Support servers for network. | Year 1 | No | | | Other State 15,000 | \$15,000.00 | \$14,998.64 |
| 1.32 | Storage Area Network Network file storage support. | Year 1 | No | | | Other State 26,000 | \$26,000.00 | \$27,112.21 |
| 1.33 | Classroom Furniture Classroom furniture for expansion to high school and replacement of unusable furniture. | Year 1 | No | | | LCFF 100,000 Other State 200,000 | \$300,000.00 | \$0.00 |
| 1.34 | STEM Enrichment Materials STEM materials for space science, engineering, and aviation. | Ongoing | No | | | Other State 10,000 | \$10,000.00 | \$1,047.00 |
| 1.35 | Mandarin Enrichment Materials | Year 1 | No | | | Other State 20,000 | \$20,000.00 | \$2,228.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| | Materials for Mandarin enrichment classes. | | | | | | |
| 1.36 | Staff Laptops Staff laptop replacement. | Year 1 | No | | Other State 115,000 | \$115,000.00 | \$13,251.00 |
| 1.37 | Multi-Purpose Room Setup Setup MPR with sound system, projector, and communication. | Year 1 | No | | Other State 35,000 | \$35,000.00 | \$0.00 |
| 1.38 | Stop-It Hotline Student reporting system to promote safety for students. | Ongoing | No | | Other State 500 | \$500.00 | \$237.82 |
| 1.39 | MiFi Units MiFi units for remote connection. | Year 1 | No | | Other State 15,000 | \$15,000.00 | \$6,887.00 |
| 1.40 | Resident Subs Resident bilingual subs. | Year 1 | No | Other State 127,413 | | \$127,413.00 | \$45,600.00 |
| 1.41 | Project GLAD Training Project GLAD Training for English learners instructional strategies. | Ongoing | Yes | | Other State 4,000 | \$4,000.00 | \$1,632.00 |
| 1.42 | Uniform Closet Uniforms provided to students in need. | Ongoing | Yes | | Federal 5,000 | \$5,000.00 | \$0.00 |
| 1.43 | Independent Study | Year 1 | No | Other State 40,000 | | \$40,000.00 | \$3,000.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| | Independent study program for students unable to be in person due to illness. | | | | | | |

Goal 2

Provide safe and well-maintained facilities with a positive learning environment and instructional practices that are culturally responsive and support the academic, social, emotional, and physical needs of all students.

Rationale

For students to succeed both emotionally and academically, the facilities need to be clean and in good condition. This is even more essential as we continue to combat COVID-19 with additional staff, PPE, and equipment to ensure the safety of our students. Students returning to school after the pandemic will need social emotional support including areas of anxiety, fear, and trauma. Students need to be given the opportunity to experience cultures outside their own and use their world language skills to immerse themselves within the culture.

Expected Annual Measurable Objectives for Goal 2

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|---|---|---|
| 6 | Suspension Rate as reported on the California School Dashboard. | 3% suspension rate as reported on the 2019 California School Dashboard. | 1.8% suspension rate as of January 2022. | 2.8% suspension rate as reported by the California School Dashboard. |
| 6 | Student Climate Survey | 35% of students felt their school was well-maintained and clean as reported on the 2019 student climate survey. | 75% of students felt their school was safe and well-maintained as reported by the student climate survey in the fall of 2021. | 75% of students feel their school is well-maintained and clean as reported by the student climate survey. |
| 6 | Student SEL Survey | 82.5% of students surveyed feel well-adjusted and ready for learning as indicated by the 2020 SEL survey. | 53.3% of students surveyed in the fall of 2021 feel well-adjusted and ready for learning according to the SEL survey. | 85% of students surveyed feel well-adjusted and ready for learning as indicated by the SEL survey. |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|-----------------------|---|---|---|
| 2 | Field Trip Attendance | 0% of students attended field trips in 2020-2021. | 0% of students have attended field trips as of January 2022. There are field trips planned for later in the year. | 85% of students will attend cultural field trips. |

Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|-------------------|--------------|--------------------|-------------------------------------|--------------|-----------------|
| 2.1 | Cultural Field Trips Saturday field trips will be offered throughout the year for students to be immersed in the culture and language they are studying. | Year 1 | No | Other State 40,000 | | \$40,000.00 | \$0.00 |
| 2.2 | Character Development Officer CDO for noontime support. | Ongoing | Yes | LCFF 234,200.00 | | \$234,200.00 | \$0.00 |
| 2.3 | Chilean Exchange Field trip program with our partner school in Chile. | Year 1 and Year 2 | No | | Other State 10,000 | \$10,000.00 | \$0.00 |
| 2.4 | CDO Professional Development CDO's will receive training for safety and social-emotional strategies. | Ongoing | No | | Other State 500 | \$500.00 | \$0.00 |
| 2.5 | Custodial Additional custodial staff. | Ongoing | Yes | LCFF 100,000 | | \$100,000.00 | \$0.00 |
| 2.6 | Furniture New furniture needed for the school's expansion. | Year 1 | Yes | | LCFF 100,000 Other State 200,000 | \$300,000.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| | | | | | | | |
| 2.7 | Recess/Lunchtime Assistant Additional staff for recess and lunch times. | Ongoing | No | | Other State 30,000 | \$30,000.00 | \$6,800.00 |
| 2.8 | Floor Scrubber/Carpet Extractor Floor scrubber/carpet extractor to maintain cleanliness of facilities. | Year 1 | No | | Other State 7,500 | \$7,500.00 | \$6,750.00 |
| 2.9 | Janitorial Supplies Additional janitorial supplies to properly disinfect student areas. | Ongoing | No | | Other State 25,000 | \$25,000.00 | \$0.00 |
| 2.10 | Ionizers for HVAC units Ionizers for HVAC upgrading for air quality. | Year 1 | No | | Other State 40,000 | \$40,000.00 | \$0.00 |
| 2.11 | Facilities | | Yes | | | \$1,624,501.00 | |
| 2.13 | Elementary Rugs Area rugs for elementary students. | Year 1 | No | | Other State 17,500 | \$17,500.00 | \$2,809.00 |
| 2.14 | CPI (Crisis Prevention Institute) Training CPI training for administrators and character development officers. | Ongoing | No | | Other State 500 | \$500.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| 2.15 | Suicide Prevention Training Suicide prevention training. | Ongoing | No | | Other State 2,000 | \$2,000.00 | \$1,189.00 |

Goal 3

Engage all stakeholders in meaningful collaboration and shared decision making, to support student achievement as measured by school climate, student engagement, and academic achievement of all learners.

Rationale

Our school has always held the belief that all stakeholders are an integral part of a child's education. We strive to ensure all families receive communication about school activities and their child's progress as well as engage families in decision-making throughout the school year. We establish programs specific to our parents to guide them through all aspects of helping their child be successful both academically and socially.

Expected Annual Measurable Objectives for Goal 3

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------------------------------------|---|--|---|
| 3 | Attendance Rosters from meetings. | 8% of families attend engagement opportunities. | In-person parent meetings have not happened so far this school year due to COVID restrictions except for PTO (parent teacher organization) that has met twice virtually this year. | 25% of families will attend engagement opportunities. |
| 3 | Participation in engagement surveys. | 33% of families participated in engagement surveys. | 12% of families participated in surveys. | 45% of families participated in engagement surveys. |

Actions and Services

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| 3.1 | San Bernardino Latino Family Literacy Project San Bernardino Latino Family Literacy Project (Project and Training) | Ongoing | Yes | | Federal 2,500 | \$2,500.00 | \$0.00 |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
| 3.2 | Love & Logic Parents Parent trainings for Love & Logic | Ongoing | No | | Other State 1,500 | \$1,500.00 | \$0.00 |
| 3.3 | CABE Project Inspire Parents Parent training with CABE (California Association for Bilingual Education) Project Inspire | Ongoing | Yes | | Other State 5,000 | \$5,000.00 | \$0.00 |
| 3.4 | Cafecito Monthly parent meeting centered on school updates. | Ongoing | No | | Federal 500 | \$500.00 | \$0.00 |
| 3.5 | Translator Equipment Translation equipment. | Ongoing | No | | Federal 2,000 | \$2,000.00 | \$0.00 |
| 3.6 | Parent Materials Materials for parent engagement meetings. | Ongoing | No | | Federal 500 | \$500.00 | \$0.00 |